

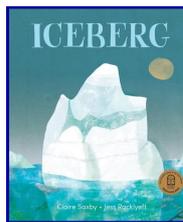
Iceberg

By Claire Saxby & Illustrated by Jess Racklyeft

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In the final freeze of an Antarctic winter, green tails wave across a star-full sky, as if to farewell endless nights. If this world looks empty, look closer ... Penguins trek across the ice to their winter homes. As the temperature warms, birds fly above on their long migrations. And with the advent of summer, beneath an iceberg, the sea is teeming with life. Ocean, sky, snow and ice - minute greens and giant blues - dance a delicate dance in this evocative portrayal of the life cycle of an iceberg.



Teacher Notes have been based on those supplied by the publisher. A full version is available on our website.

Themes:

- Antarctica
- Southern ocean
- Icebergs
- Climate change
- Sea Life

Discussion Questions and Activities:

Before Reading:

- Begin by asking students what words come to mind when they think about icebergs. Here are some potential prompts (allow students time to study the front cover image and find the seal and fish under the water. Then turn the book over so students can see the back cover illustrations of birds, the penguin and whale): -
 - ◇ What is an iceberg?
 - ◇ How do icebergs form?
 - ◇ Where do you need to go to see icebergs?
 - ◇ Can anything live on an iceberg?
 - ◇ What animals might you find living on an iceberg?
- Ask students to name any specific animals or fish they believe live on or around icebergs.
- Ask students if they know where icebergs can be found in the world. This will give you a sense of their pre-existing knowledge, if any, of Antarctica.
- Open the book to the title page and point out to students that the majority of an iceberg's mass is under water and that this is why we have a phrase 'only the tip of the iceberg', meaning something that is only partially seen or known. Also point out the cute little creature sitting at the bottom of the opposite page and ask students if they can name it. [Answer: it's a leopard seal]

Antarctic Soundscape:

- Consider the sounds of Antarctica – how many sounds can students imagine or isolate (they can use the illustrations in *Iceberg* as a prompt)? These could include the birth of an iceberg, the slapping of penguins on ice, the sound of the wind, the sound a penguin makes, the arrival of migrating birds, the sounds of the colony and breaching whales. What else can students think of? View and listen to Sounds of Antarctica and Antarctic Sights and Sounds on YouTube for some more ideas.

Sustainability:

- Ask students to investigate how the animals and plants in Antarctica survive such harsh conditions and climates.
- Climate change: Read the last page out to the class. Now close the book and in a whole class discussion ask students what they understand climate change to be?
- Next, ask them how warming oceans might affect an iceberg's size. If they struggle to answer, ask them what happens when you put an ice cube in a warm glass of water? Then ask how melting icebergs might affect the fish, crustaceans, birds and animals we have seen living on, under or above an iceberg?
- Finally, point out that the interconnectedness previously discussed means that if one thing changes, the system will be affected. Return to the image of interconnectedness and explain that krill can't live in warmer water and ask them what the impact will be on the fish, squid, birds and seals that rely on krill to survive (and, in turn, the creatures who rely on fish, squid, birds and seals to survive). [NB: older students could be engaged in a conversation about rising sea levels.]