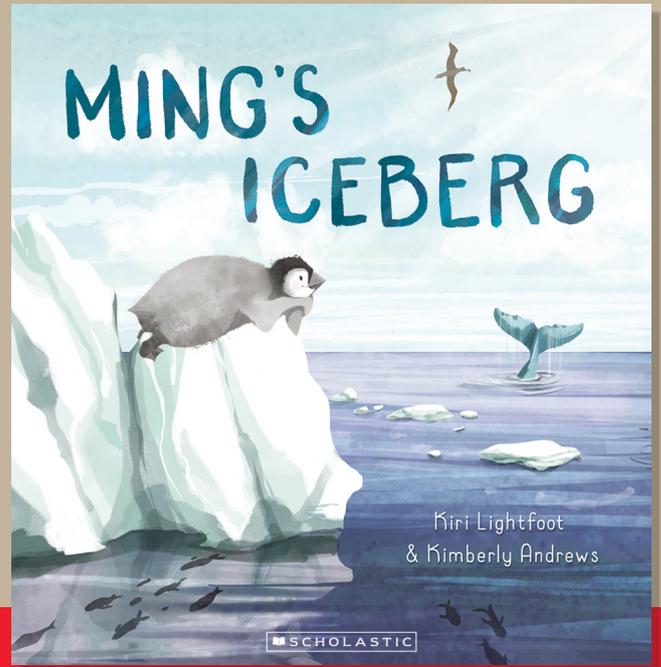


# Ming's Iceberg

By Kiri Lightfoot

Illustrated by Kimberly Andrews



• Reading • Writing • Social Studies • Thinking Skills •

## Synopsis

Ming lives in Antarctica and is curious to visit the place where the ocean meets the sky. She leaps onto an iceberg as it breaks away from the ice shelf. As the iceberg drifts into warmer oceans, it gets smaller ... and smaller ... and Ming is all alone in the big blue sea. She is finally rescued by a kindly whale that delivers her home. But her adventurous spirit has not dampened. She asks her father, "What's up there, where the mountains meet the sky?" Enter Albert Ross the albatross, and another adventure.

## About the Author

**Kiri Lightfoot** was born in Exeter, England but has lived for most of her life in New Zealand. She has worked as an author, actor, scriptwriter and in television production. Kiri's first picture book, *Every Second Friday*, was a finalist in the 2009 New Zealand Children Book Awards. This is Kiri's first book with Scholastic; her story, *Ming's Iceberg*, was selected from over 200 submissions on the annual Valentine's Day 'Share the Love' event. Kiri has loved learning about Antarctica since she was a child. She grew up hearing about her uncle's adventures when he circumnavigated Antarctica in 1970 on a 53 foot yacht.

## About the Illustrator

**Kimberly Andrews** is an illustrator and author who grew up in the Canadian Rockies. From there she worked for The House of Illustration in London, and at the Natural History Museum. Kimberly won the Russell Clark Award for Illustration with her first book, *Puffin the Architect*, which was followed by Scholastic's *Ernie and the Magic Kennel*. She now lives with husband Tim and two small daughters in a tiny house near Wellington, where she illustrates and writes, and runs her business, Tumbleweed Tees.

# Writing & Illustration Style

A humorous story full of adventure and drama with themes of determination, individuality, self-belief and exploration. The Antarctica setting also pays homage to climate change and the breaking up of icebergs, as well as the beauty of the aurora lights. The story is written in the past tense, third person point of view and contains dialogue, description and action sentences. Kiri Lightfoot uses onomatopoeia (grumble! Crack! Screech), and verbs such as leap, waddle, slide, flip. The main character is Ming, an Emperor penguin chick, with secondary characters such as Blue the blue whale, Albert Ross the albatross, and her mum and dad Emperor penguins. On the back page is a 'Did you Know' fact box with information about the continent of Antarctica, Emperor penguins, albatrosses, and the Antarctic blue whale.

The illustrator has created beautifully atmospheric pictures using Photoshop and Procreate. The black text is overlaid on full page illustrations or on white spaces below small vignettes. The muted colours suit the Antarctic setting, and the perspective varies, from bird's-eye view, side-on, or below the water. Humour is subtly shown with the animals' expressions, landings, and little details that children will notice on second and third readings.

## Shared Learning and Discussion Points

During the shared sessions, encourage children to ask questions to clarify their understanding of characters and events. Have them make predictions and inferences and relate these to their own experiences. Read the passages aloud and or students read alongside or by themselves.

### ASK YOUR STUDENTS:

Look at the cover and read the blurb.

- Where is this story set? How can you tell?
- Who is the main character in the story?
- What do you think this story is about? Why do you think that?
- What do you already know about Emperor penguins and the Antarctic?

### Comprehension questions

- Read the first page of the story. What do you think the author is hinting at regarding the type of story you're going to read?
- Names often have a meaning. What do you think Ming's name might mean, and what culture might it come from? (Chinese name for boy or girl meaning 'bright'.)
- What word does the author use to suggest walking penguin-style?
- What senses has the author used on pages 6-7 (the GRUMBLE! CRACK! spread)?
- Why does Ming's dad tell her to run?
- Why does Ming jump on the iceberg?
- What is happening to the iceberg on pages 10-11? How does this forebode trouble?
- Where is the horizon and how long has Ming travelled?
- What is happening to Ming's iceberg?
- What does Ming misinterpret on page 14? (Albert Ross)
- What do we call the viewpoint that the illustrator has used on page 15?
- What do you think Albert Ross means about 'it getting too hot'?
- Can you find a simile the author uses on page 17?
- What is happening to Ming's iceberg on page 18, and what is causing it?
- What is the dark shadow under the water?
- Does anybody know what the lines below the blue whale's mouth are for on page 20? (*Pleated throat grooves allow the mouth to expand when feeding, allowing them to swallow large mouthfuls of food and water in a single gulp.*)
- How does Ming talk to Blue on page 21?
- How does Blue rescue Ming on pages 22-23?
- Does anybody know what the coloured lights in the sky are on page 24? (Southern Lights, or aurora australis)
- What do you think Ming will do after she gets home?
- How do you think Emperor chicks might find their parents?
- Why does Ming say, "Well ... I found out how good it feels to come home!"?
- What do you think Ming's next adventure will be?
- Read the fact page at the back of the book to answer these questions:
  - Where is the coldest place on Earth and what was the lowest recorded temperature?
  - What type of penguin is the largest of all penguins?
  - What bird has the largest wingspan?
  - What is the largest mammal to have ever lived on Earth?



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### Further Discussion Questions

- What are icebergs?
- Antarctica contains 90% of the world’s ice and is witnessing some of the most rapid warning on earth.
- Why is this a concern?
- What things can we do to help care for the environment and protect marine animals?

## ACTIVITIES

### ACTIVITY 1: FINGERPRINT PENGUINS

Requirements: A5 piece of blue paper; white, black and orange paint; paint palettes; fine-tipped paintbrushes; hair dryer

Instructions:

1. On the bottom third of your blue sheet of paper, paint a solid white strip right across the bottom. This will be the snow the penguins will sit on. Blow it dry with a hair dryer. (If you don’t have a sheet of blue paper, use white paper and paint it blue before you start. You’ll only have to paint the top two-thirds and leave the bottom third white.)
2. Dip your index finger into black paint. Carefully press your finger down above the white rectangle (snow) to leave a black fingerprint. This is the first penguin. Repeat this step for as many penguins as you want. Blow dry.
3. Dip your little finger into the white paint. Carefully press your finger down on the bottom half of each black fingerprint to make the penguin’s white front.
4. Dip paintbrush into white paint and dab white snowflakes falling in the blue sky (top two-thirds of the blue paper).
5. Use the fine tip of the paintbrush to gently dab two white eyes for each penguin.
6. Dip paintbrush into orange paint to dab on two feet and a beak for each penguin.

### ACTIVITY 2: KNOW, WANT, LEARNED (KWL) STUDY

Discuss what the children learned about each animal during the story. Then ask each one to turn to a partner and tell them which animal fascinated them the most. What would they like to know more about that animal?

Students then draw up a KWL chart to investigate those questions for their animal, and write what they already know, what they’d like to know and then what they learned (through their own research in books or online) in the respective columns.

In the ‘Summary’ they write in their own words what they now know about that animal.

Animal:		
What I KNOW already	What I WANT to know	What I LEARNED
1.		
2.		
3.		
Summary:		

Afterwards, children share what they have learned with their partner.

### ACTIVITY 3 : MELTING ICE EXPERIMENT

Put ice cubes in different places around the classroom, observe the ice and see which cubes melt the fastest?

In which places did the ice melt first?

Was it quicker or slower than predicted?

Written by Maria Gill  
and Kiri Lightfoot



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