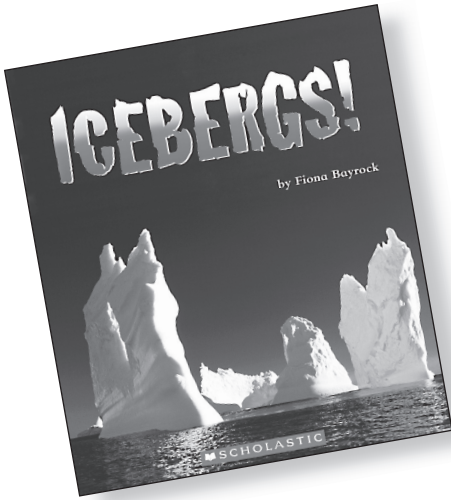


# Icebergs!



Written by *Fiona Bayrock*

**Text Type:** Non-fiction: Description — Report

**Summary:** This book introduces readers to fascinating facts about icebergs. The beautiful photographs illustrate the many different types of icebergs and the hazards they present to ships.

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

See the Planning Charts in the Grade Three *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

## Text Features

- ▶ table of contents
- ▶ index

## Visual Literacy

- ▶ photographs with captions
- ▶ maps
- ▶ diagrams
- ▶ charts

## Print Concepts

- ▶ quotation marks
- ▶ boldfaced words
- ▶ exclamation marks
- ▶ hyphen

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: text to self
- ▶ analyzing

#### Working with Words

- ▶ using context cues and photographs to solve unfamiliar vocabulary

### Assessment Opportunities

- ▶ make connections by linking text information with their own knowledge
- ▶ analyze: find information in the report
- ▶ use context cues and photographs to solve unfamiliar vocabulary
- ▶ recognize and use text features to help understanding

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ think-pair-sharing

**ESL Note:** Prepare and help ESL students fill in a KWL Chart on chart paper with the headings “What I Know About Icebergs,” “What I Want to Know About Icebergs,” and “What I Learned About Icebergs.” The chart should look similar to the following example:

What I Know About Icebergs	What I Want to Know About Icebergs	What I Learned About Icebergs



## BEFORE READING

**Making connections:**  
text to self

### **Activating and Building Prior Knowledge**

Display the front cover of the book and read the title, then the author’s name. Ask, *What do you know about icebergs? Have you ever seen one?* Initiate a think-pair-share activity and have students share their ideas.

Turn to the back cover and read aloud the “true or false” statements one at a time. Have students answer true or false as each question is read aloud. Tally their answers and record them on the board.

**Teaching Tip:** Usually, during the first shared reading, the teacher reads most or all of the text, tracking using a pointer and voice expression. Students typically join in on the second reading. Base what you do on the needs of your group.

**ESL Note:** Some ESL students may never have seen an iceberg or they may have limited knowledge of them. If possible, have pictures available, or bring in videos that show icebergs floating in the ocean.

**Print concepts**

Point out the exclamation mark at the end of the title. Ask, *Why would the author use an exclamation mark here? How do you think she wants us to read the title?*

**Analyzing**

### **Setting a Purpose**

Say, *Let’s read the text together to find the answers to the true or false questions. When we’re finished, we’re going to compare our findings to our initial guesses.* Provide jot notes or four sticky notes that students can use to record their answers.

**Teaching Tip:** Record the “true or false” questions on chart paper or the board for students to refer to as they independently read the text.



## DURING READING

### Text features

Have students turn to the table of contents page in their texts. Ask, *Why did the author include a table of contents in this book? How can we use it?*

### Print concepts/language predictability

Draw students’ attention to the term *calving* on page 5. Ask, *Why do you think this word is in quotation marks? What does calving mean?* Encourage students to read the sentences before the word to determine its meaning.



## AFTER READING

### Analyzing

Refer students to the list of “true or false” statements recorded earlier in the session. Read each question aloud one at a time and remind students of their guesses. Ask, *Is the statement true or false?* Have students refer to their jot notes or sticky notes and state their answers. Encourage students to find evidence from the text to support their opinions.

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

#### Working with Words

- ▶ using context cues and photographs to help determine meaning of unfamiliar words

### Assessment Opportunities

Note each student’s ability to:

- ▶ analyze: find information in the report
- ▶ make connections by linking text information with their own knowledge
- ▶ use context cues and photographs to help determine meaning of unfamiliar words

### Oral Language Opportunities

- ▶ responding to questions
- ▶ discussing with a group



## BEFORE READING

### Analyzing/synthesizing

#### **Activating and Building Prior Knowledge**

Read the “true or false” statements that were researched during the last session. Discuss each statement one at a time. Refer students to the list of “true or false” statements researched during the last session. Ask, *When you found the answers, which one surprised you the most? Why did this one surprise you the most?*

## Analyzing

### Setting a Purpose

Say, *Let's read the book together again to find out more information about icebergs.*

**Teaching Tip:** Write the purpose for reading on chart paper or a board so it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



## DURING READING

**Tracking print/  
building confidence**

Read the book with students, tracking print. Invite students to join in when you think they are ready to do so.

**Text features**

Revisit the table of contents and ask, *Now that we have read the book, how can we use this page to find out more about icebergs?*

**Visual literacy/making  
connections: text to self**

Discuss the map on page 3. Ask, *How does the map provide the reader with information about icebergs? What can you learn from the map?*

**Text features/visual literacy**

Help students locate where they live on the map and ask, *Do you live near where icebergs are seen? How do you know?*

**Language predictability**

Direct students' attention to the chart on page 7 and ask, *What is the purpose of this chart? What information does it provide?*

Clarify any words that puzzle students. Direct students to page 8 and explore the meaning of challenging words such as *bergy, tabular, domed, wedge, and pinnacle*.

Encourage students to use both the cues found in the text and the photographs and illustrations to interpret the meanings by modelling. For example, say, *When I look at the wedge iceberg, it reminds me of a piece of cheese. I know why they call it a castle iceberg, because it does look as if it has a tower.* Prompt students to think of their own descriptions.

**Teaching Tip:** When shared reading is used as an instructional approach, it is important that students join in the reading. They must take some of the responsibility for the text.



## AFTER READING

**Analyzing/text features**

Have students refer to their jot notes or sticky notes and share the interesting facts they found. Each fact can be recorded on chart paper, cut out, and sorted. Encourage students to determine the categories for sorting. Refer students to the index, where they can use the different topics that are listed. Alternatively, facts can be recorded one at a time under pre-determined categories on chart paper or the board.

**Teaching Tip:** It's a good idea to model how you wish students to complete the recording of information.

### Language predictability

Explore the meaning of challenging words that describe common shapes of icebergs, for example, *tabular*, *domed*, *wedge*, *pinnacle*, *blocky*, and *drydock*.

Have students return to page 8 to talk about the meaning of the word *tabular*. Ask, *What clues can you use from the text to help find out the meaning? Do the photographs help?* With students' assistance, determine the meaning of the word *tabular* as "flat like a table." Continue with the other iceberg shapes on pages 8 and 9, encouraging students to look at the photographs and text to help determine meanings.

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ synthesizing

#### Working with Words

- ▶ identifying compound words

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze: find information in the report
- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ use familiar words and or/chunks to solve compound words

### Oral Language Opportunities

- ▶ retelling
- ▶ responding to questions



## BEFORE READING

### Synthesizing/retelling

#### **Activating and Building Prior Knowledge**

Show the front cover of the book and ask student volunteers to tell you what the report was about.

### Analyzing

#### **Setting a Purpose**

Say, *We are going to read this book again to find out why it is important to study icebergs.*



## DURING READING

### Tracking print

Reread the book with students. Invite them to join in with the reading.

### Print concepts

Pause to emphasize the words in quotation marks and the words in a different type.

### Visual literacy

As you read the story again with students, pause at pages 16 and 17 to focus on comprehension. Read the captions at the bottom of the pages and point

out 300 km, 1.4 metres thick, and 20 cm. Record *km* and *cm* on the board and explain that these metric symbols stand for *kilometres* and *centimetres*. Explain that 1.4 metres is a little longer than a metre.

### Language predictability

Clarify any words that puzzle students. Explore the meaning of challenging words in the context of the story.



## AFTER READING

### Synthesizing/analyzing

Ask, *Why is it important to study icebergs?* Make a list of students' suggestions. Encourage students to revisit the text to locate information that supports their opinions.

### Word solving and building

Point out the word *freshwater* in the caption on page 4 and elicit from students that this is an example of a compound word. With students' assistance, identify both familiar parts of the word and blend them together to read *freshwater*. Revisit page 9, noting the hyphen in *U-shaped*. Say, *This is another way of writing a compound word. You will notice other compound words in the story, such as underneath, close-up, and fingerprints, as well as close-up and oil-drilling.*



## FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable with taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working With Words strategies from the following suggestions. Make your selections based on the needs of your class.

### **Print Concepts, Book Handling, and Text Features**

#### Print concepts

Point out punctuation, such as quotation marks, exclamation marks, and hyphens in the text. Invite students to join in reading using the appropriate expression, for example, adding emphasis when they see an exclamation mark.

#### Text features

Review the title, author's name, back cover text, and the index.

#### Tracking print

Continue to track print, but offer individual students roles in print tracking during rereadings. Offer as much support as necessary (e.g., by guiding the pointer with a student who needs assistance).

### **Focus on Comprehension**

#### Making connections: comparing/evaluating

Have students choose two different icebergs from the text and compare them using the information—both text and photographs—in the book. Ask students to explain why they chose the two icebergs.

### Analyzing

Divide students into two groups. Have each group create two new “true or false” statements. When finished, the groups exchange statements to try to identify if they are true or false. Encourage students to find evidence in the text to support their opinions.

### High-frequency words

#### Working with Words

Frame a selection of high-frequency words to introduce or review the words (see the list of high-frequency words recommended for grade three in the *Working with Words Guide*).

### Word solving and building

List some words with silent letters from the book on chart paper or the board. With the class, read each word and have students identify the silent letters. Examples include *island*, *weight*, *night*, and *calving*.



## RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

### Writing

As a class, write a narrative about a melting iceberg. Students could refer to the Narrative text-type study in the *Writing Guide*.

Students can write descriptive reports about how an iceberg forms and share their reports with the class. See the Descriptive text-type writing study for writing a descriptive report in the *Writing Guide*.

### Independent Reading

Make the six small versions of *Icebergs!* and the online audio available for students. Invite students to use these materials to read the book independently.

**Teaching Tip:** The online audio for this book includes a fluent reading and a cloze reading of the text (with a focus on adjectives). In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing adjectives.

Locate some non-fiction books about icebergs and make them available for individual or partner reading.

### Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.



### **Home Links**

Have students visit the library or use the Internet to find out more information about icebergs. Students may choose to prepare a short written report on their topic.

See also the specific Building Words lessons (“Pyramids” and “Thousands”) under Word Solving and Building in the *Working with Words Guide*.

### **Read Aloud**

Read aloud other books about icebergs, such as *Castles in the Sea: All About Icebergs* by Lawrence Jackson, *Icebergs and Glaciers* by Seymour Simon, and *Icebergs, Ice Caps, and Glaciers* by Allan Fowler.