The Goose Man
The Story of Konrad Lorenz

by Elaine Greenstein

JLG Activity Guide
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With JLG Guides.

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Research indicates that using authentic literature in the classroom helps improve students’ interest level and reading skills. You can trust JLG to provide the very best in new-release books, and now to enhance those selections by giving your school the tools to use those books in the classroom.

And in case you think we forgot the librarians, be sure to check out the Library Applications page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JLG Guides.
The Goose Man:
The Story of Konrad Lorenz
by Elaine Greenstein

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About the Book and Author/Illustrator

The Goose Man: The Story of Konrad Lorenz
written and illustrated by Elaine Greenstein

In 1973, Konrad Lorenz won the Nobel Prize for his work on imprinting. His research began decades before, when he placed wild goose eggs in the nest of a pet goose. After a newly hatched gosling chirped a sound Lorenz understood to mean “I’m lost,” Lorenz chirped back. Then the baby goose started to follow him home, and he realized that the gosling had decided he was her parent. Author’s note. Further reading. Full-color gouache, ink, and colored-pencil illustrations.

JLG Reviewers Say:

★ Readers will relate to Konrad Lorenz’s childhood fascination with animals and will be intrigued and inspired by his career studying animal behavior.

★ An interesting and accessible introduction to the concept of imprinting and instinct.

★ The book does a good job demonstrating animal behaviors.

★ The lovely pastel-toned illustrations depict an idyllic country life, while keeping Lorenz—who ages from a six-year-old boy to a seventy-year-old man—recognizable in every image.

★ The artwork beautifully handles the size differences between human and goose subjects by the clever use of the foreground and background and through close-ups.

★ The friendship between Lorenz and Martina the goose is touching.

Elaine Greenstein explains that the idea for The Goose Man began after a friend told her about Konrad Lorenz and imprinting: “I began to read everything I could find about Mr. Lorenz, and I was especially fascinated by his bird studies. Maybe it had something to do with my childhood. As a child, I loved to watch and identify birds. I grew up near the ocean; families of geese and swans sometimes nested nearby. The Greenstein family business was a bakery, so the birds were the happy recipients of leftover bread.”

Today Ms. Greenstein lives with her husband in Brooklyn, New York. She visits schools all over the United States and conducts workshops and residencies in New York City schools.
Library Applications

Picture Book Biographies

Set up a special area in your library where students can find picture books about real people. You could organize them in groups, such as “Famous Scientists,” “Famous People in History,” or “People You Should Know.”

Some well-reviewed and award-winning books would include:

✦ *Henry’s Freedom Box* by Ellen Levine
✦ *The Man Who Named the Clouds* by Julie Hannah and Joan Holub
✦ *Manfish: The Story of Jacques Cousteau* by Jennifer Berne
✦ *Into the Deep: The Life of Naturalist and Explorer William Beebe* by David Sheldon
✦ *In the Belly of an Ox: The Unexpected Photographic Adventures of Richard and Cherry Kearton* by Rebecca Bond
✦ *Heroes of the Environment: True Stories of People Who Are Helping to Protect the Planet* by Harriet Rohmer
✦ *Emi and the Rhino Scientist* by Mary Kay Carson
✦ *Science Warriors: The Battle Against Invasive Species* by Sneed B. Collard III
✦ *Imogene’s Last Stand* by Candace Fleming
✦ *Abe Lincoln Crosses a Creek: A Tall, Thin Tale* by Deborah Hopkinson
✦ *Whale Scientists: Solving the Mystery of Whale Strandings* by Fran Hodgkins
✦ *Louis Sockalexis: Native American Baseball Pioneer* by Bill Wise
✦ *A Man for All Season: The Life of George Washington Carver* by Stephen Krensky
✦ *A Boy Named Beckoning: The True Story of Dr. Carlos Montezuma, Native American Hero* by Gina Capaldi
✦ *Stand Tall, Abe Lincoln* by Judith St. George
✦ *John Muir: America’s First Environmentalist* by Kathryn Lasky
✦ *The Boy on Fairfield Street: How Ted Geisel Grew Up to Be Dr. Seuss* by Kathleen Krull
Prereading Strategies and Activities

Set a Purpose for Reading

Students are better prepared to read something when you help them set a purpose for reading. Some common purposes include: reading for information, for enjoyment, for practicing a specific skill such as finding the main idea, or for learning how to do something.

Set a purpose for reading *The Goose Man*. Two purposes may be reading to learn about someone famous and reading for enjoyment. You may determine other purposes for reading that apply to your class or to an individual student who will read the book.

Make Predictions

Activate students’ prior knowledge and generate interest in the book by having students make predictions about the book before you read it aloud or they read it to themselves.

Below are some statements and questions that will get students thinking about the story and ready to make predictions.

- *The title of our book is “The Goose Man,” and it is about a real person. What do you think a “goose man” might be?*
- *Why might someone be called “the goose man”?*
- *Where do you think the Goose Man might live?*
- *What do you think he might do for a living?*
- *Have you ever seen a real goose?*
- *What did it look like? What did it sound like?*

Now show them the front and back cover and ask:

- *What are the geese on the front cover doing?*
- *What is the Goose Man holding on the back cover?*
- *Do you think you would like the Goose Man? Why?*
Activating Prior Knowledge

Before reading the book aloud to the children, allow them to share some prior knowledge they have gained from their own experiences. Ask them:

• Why do we read about other people?
• Who are some people you have read about?
• What kinds of people do you most like to read about?
• Have you ever heard of this man, Konrad Lorenz?
• What do you know about geese?
• What do you know about baby animals?

Introducing the Book

Read the inside front flap of the book jacket. If the jacket is not on your book, here is what it says:

This is the true story of a boy who loved animals and grew up to be a man who loved to learn about animals. He learned so much from studying geese that he became a famous scientist, and he shared his knowledge with the world.

Write the following words on the board and have the students fill in the blanks as if they would become someone famous:

This is the true story of a ___boy/girl_____ who loved _________ and grew up to be a ___man/woman____ who loved to learn about _____________. ___He/She___ learned so much from studying _____________ that ___he/she___ became a famous _____________ and shared ___his/her___ with the world.
Concepts about Print

Print Awareness: Use of Italics

This book tells the story of Konrad Lorenz’s experiences as a boy and man. Part of the story enlists the use of sounds to help readers hear what Mr. Lorenz heard. Explain to the students that in books, words or letters that stand for unique sounds are often printed in italic.

Show them samples of italic print in the text. Those samples can be found on pages 10, 11, and 17.

Next, explain that another use for italic print is to show when a word is being emphasized, or spoken more strongly. An example of this can be found on pages 12 and 18.

Application: Regular Print and Italic Print

Use the handout on the next page to have students demonstrate that they can distinguish between regular print and italic print.

On the page they will find ten (10) pairs of words. One word is in regular print; the other is in italic. Have them underline the word in regular print and circle the word in italic print. Various fonts are used to help students that print can show italic in different ways.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>learn</td>
<td>goose</td>
</tr>
<tr>
<td>2.</td>
<td>house</td>
<td>eggs</td>
</tr>
<tr>
<td>3.</td>
<td>duck</td>
<td>chirp</td>
</tr>
<tr>
<td>4.</td>
<td>friend</td>
<td>honk</td>
</tr>
<tr>
<td>5.</td>
<td>quack</td>
<td>monkey</td>
</tr>
<tr>
<td>6.</td>
<td>wings</td>
<td>flap</td>
</tr>
<tr>
<td>7.</td>
<td>behave</td>
<td>wild</td>
</tr>
<tr>
<td>8.</td>
<td>hatch</td>
<td>follow</td>
</tr>
<tr>
<td>9.</td>
<td>parent</td>
<td>sleep</td>
</tr>
<tr>
<td>10.</td>
<td>hiss</td>
<td>swim</td>
</tr>
</tbody>
</table>
Singular and Plural Animal Names

If Goose Are Geese, Are Moose Then Meese?
Words that have irregular plural forms are common among animal names. Explain that usually we form plurals by adding –s or –es at the end of a word:

- one cat ➔ two cats
- one bird ➔ two birds
- one finch ➔ two finches
- one fox ➔ two foxes

Explain that words ending in a consonant and y form the plural by changing the y to i and adding –es:

- one fly ➔ two flies

Practice
Write the following singular and plural animal words on the board. Each plural has an irregular form, including the word not changing at all from singular to plural.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>moose</td>
<td>moose</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
</tr>
</tbody>
</table>

Next, have students close their eyes. Cover each of the plural word with a piece of paper or card. Practice spelling the plural forms by having each student write the plural form of each word as you point to it. (Mix up the order rather than going down the list.) You will find a test on the next page.
Name ________________________________

Singular and Plural Animal Names

Write the plural word for each animal name below.

1. duck _______________________
2. mouse _______________________
3. cow _______________________
4. elephant _______________________
5. ox _______________________
6. zebra _______________________
7. deer _______________________
8. bat _______________________
9. tiger _______________________
10. hamster _______________________
11. sheep _______________________
12. wolf _______________________
13. fish _______________________
14. butterfly _______________________
15. calf _______________________

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Names of Groups of Animals

A Gaggle of Geese

A group of animals has its own name. Sometimes the name is common, such as a herd or flock. Often, the group name is unusual. Below is a list of animals for which students should know the correct group term.

For a good list of these terms, you can go to the following Web page, created by the U.S. Department of the Interior's U.S. Geological Survey:

http://www.npwrc.usgs.gov/about/faqs/animals/names.htm

<table>
<thead>
<tr>
<th>A group of</th>
<th>cows</th>
<th>is called a</th>
<th>herd.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A group of</td>
<td>kittens</td>
<td>is called a</td>
<td>litter.</td>
</tr>
<tr>
<td>A group of</td>
<td>deer</td>
<td>is called a</td>
<td>herd.</td>
</tr>
<tr>
<td>A group of</td>
<td>puppies</td>
<td>is called a</td>
<td>litter.</td>
</tr>
<tr>
<td>A group of</td>
<td>elephants</td>
<td>is called a</td>
<td>herd.</td>
</tr>
<tr>
<td>A group of</td>
<td>kangaroos</td>
<td>is called a</td>
<td>troop.</td>
</tr>
<tr>
<td>A group of</td>
<td>lions</td>
<td>is called a</td>
<td>pride.</td>
</tr>
<tr>
<td>A group of</td>
<td>monkeys</td>
<td>is called a</td>
<td>troop.</td>
</tr>
<tr>
<td>A group of</td>
<td>whales</td>
<td>is called a</td>
<td>pod.</td>
</tr>
<tr>
<td>A group of</td>
<td>sheep</td>
<td>is called a</td>
<td>flock.</td>
</tr>
<tr>
<td>A group of</td>
<td>wolves</td>
<td>is called a</td>
<td>pack.</td>
</tr>
<tr>
<td>A group of</td>
<td>birds</td>
<td>is called a</td>
<td>flock.</td>
</tr>
<tr>
<td>A group of</td>
<td>penguins</td>
<td>is called a</td>
<td>colony.</td>
</tr>
<tr>
<td>A group of</td>
<td>fish</td>
<td>is called a</td>
<td>school.</td>
</tr>
<tr>
<td>A group of</td>
<td>ants</td>
<td>is called a</td>
<td>colony.</td>
</tr>
<tr>
<td>A group of</td>
<td>bees</td>
<td>is called a</td>
<td>swarm.</td>
</tr>
<tr>
<td>A group of</td>
<td>bats</td>
<td>is called a</td>
<td>colony.</td>
</tr>
<tr>
<td>A group of</td>
<td>gorillas</td>
<td>is called a</td>
<td>band.</td>
</tr>
</tbody>
</table>
Name ________________________________  

Ducks and Geese:  
Alike and Different

Look at each bird below. Make a list of how they are alike. Then make a list of how they are different.

Alike

Different

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

__________________________________________         __________________________________________

duck            goose

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Cut out the cards below and have students match the name of the adult and baby animal names.

Names for Baby Animals 1

bear  fawn

cat  foal

sheep  cub

horse  lamb

deer  kitten
Names for Baby Animals 2

dog  pinkie
kangaroo  foal
goose  joey
goat  pup
mouse  gosling
Understanding the Book

Comprehension Skills

After you read the book or the students have read the book, have them answer the following comprehension questions.

1. What bird did Konrad practice being when he was six years old?
2. What did the newly hatched ducklings do?
3. Name some of the more unusual pets that Konrad had as a child.
4. What happened every March?
5. What happened every October?
6. What did Konrad devote his life to studying?
7. What did he learn about goslings?
8. Which goose became Konrad’s pet? What were their days like?
9. What did Konrad learn about the noises the goose made?
10. What happened when a new goose arrived?
11. What does it mean to “bond” with the geese?
12. Why did he hire helpers? What did they do?
13. What did Konrad learn about the geese knowing wild things?
14. What did he learn about geese getting attached to things?
15. What important prize did Konrad Lorenz win in 1973?
16. What is “imprinting”?
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Standard Number</th>
<th>Standard Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.1</td>
<td>Reading for Perspective</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.2</td>
<td>Reading for Understanding</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.3</td>
<td>Evaluation Strategies</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.4</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.5</td>
<td>Communication Strategies</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.6</td>
<td>Applying Knowledge</td>
</tr>
<tr>
<td>Language Arts: English</td>
<td>NL-ENG.K-12.12</td>
<td>Applying Language Skills</td>
</tr>
<tr>
<td>Science</td>
<td>NS.K-4.1</td>
<td>Science as Inquiry</td>
</tr>
<tr>
<td>Science</td>
<td>NS.K-4.3</td>
<td>Life Science</td>
</tr>
<tr>
<td>Science</td>
<td>NS.K-4.6</td>
<td>Science in Personal and Social Perspectives</td>
</tr>
<tr>
<td>Science</td>
<td>NS.K-4.7</td>
<td>History and the Nature of Science</td>
</tr>
</tbody>
</table>
Answer Key

Page 6: Make Predictions Answers will vary.

Page 7: Activating Prior Knowledge Answers will vary.

Introducing the Book Answers will vary.

Page 9: Concepts about Print
Regular or Italic?

<table>
<thead>
<tr>
<th>Name</th>
<th>Regular or Italic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>learn, goose</td>
</tr>
<tr>
<td>2.</td>
<td>house, eggs</td>
</tr>
<tr>
<td>3.</td>
<td>duck, chirp</td>
</tr>
<tr>
<td>4.</td>
<td>friend, honk</td>
</tr>
<tr>
<td>5.</td>
<td>quack, monkey</td>
</tr>
<tr>
<td>6.</td>
<td>write, flap</td>
</tr>
<tr>
<td>7.</td>
<td>behave, wild</td>
</tr>
<tr>
<td>8.</td>
<td>watch, follow</td>
</tr>
<tr>
<td>9.</td>
<td>parent, sleep</td>
</tr>
<tr>
<td>10.</td>
<td>hiss, swim</td>
</tr>
</tbody>
</table>

Page 11: Singular and Plural Animal Names
1. duck  ducks
2. mouse  mice
3. cow    cows
4. elephant  elephants
5. ox     oxen
6. zebra  zebras
7. deer   deer
8. bat    bats
9. tiger  tigers
10. hamster  hamsters
11. sheep  sheep
12. wolf  wolves
13. fish  fish (or fishes)
14. butterfly  butterflies
15. calf  calves
Page 13: Ducks and Geese: Alike and Different Answers may vary. Some possible answers are:

**Alike**  
both birds  
both have webbed feet  
both have bills  
both can fly  
both can swim  
both lay eggs

**Different**  
a goose is larger (or duck is smaller)  
a goose has a longer neck (or duck has shorter)  
the goose’s bill is darder; the duck’s is lighter  
the duck has a ring around its neck

Pages 14–15: Names for Baby Animals

<table>
<thead>
<tr>
<th>Animal</th>
<th>Baby Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>cub</td>
</tr>
<tr>
<td>cat</td>
<td>kitten</td>
</tr>
<tr>
<td>sheep</td>
<td>lamb</td>
</tr>
<tr>
<td>horse</td>
<td>foal</td>
</tr>
<tr>
<td>deer</td>
<td>fawn</td>
</tr>
<tr>
<td>dog</td>
<td>pup</td>
</tr>
<tr>
<td>kangaroo</td>
<td>joey</td>
</tr>
<tr>
<td>goose</td>
<td>gosling</td>
</tr>
<tr>
<td>goat</td>
<td>kid</td>
</tr>
<tr>
<td>mouse</td>
<td>pinkie</td>
</tr>
</tbody>
</table>

Page 16: Comprehension Skills

1. He practiced being a duck  
2. They followed him around.  
3. He had fish, dogs, insects, birds, a crocodile, and monkeys.  
4. Every March the geese flew north to their summer homes.  
5. Every October the geese flew south to warmer places.  
6. He devoted his life to studying geese.  
7. He learned that goslings made special sounds that meant something. He learned that whoever the goslings see first is seen as the gosling’s parent. It will follow that person or thing.  
8. Martina became his pet. They spent their day in the garden, swimming in the river, at Konrad’s desk, sleeping in the bedroom, and then Martina flew out the window in the morning.  
9. He learned that different honks meant different things, like “rain coming” or “time to eat.”  
10. The new goose began hanging out together, outside and in the house. Then one day they both flew away and never returned.  
11. To bond means to become attached and familiar in some way.  
12. He had so many geese that he couldn’t watch them all. He hired helpers to write down whatever the geese did.
13. He learned that geese are born knowing wild things, even if they don’t grow up wild.
14. He learned that they attach themselves to the first thing they see, even if it’s not their parent.
15. He won the Nobel Prize.
16. Imprinting means an animal has become attached to the first thing it sees when it’s hatched.