

WHO LET THE GOAT OUT?



Study Guide

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Reading Comprehension Details: Fiction with a mix of poetry

Setting: Timeframe is current day. Broad setting is a ranch. Specific setting is near a barn and a pond.

Point of View: Third-person limited omniscient **Word Count:** 968 **Challenge:** Protagonist versus self **Resolve:** Words

Characterization: The protagonist is a young girl (no age identified) who shares a life lesson during her time at the ranch.

The secondary characters are her daddy, a goat, and a ranch owner. **Archetype:** wise, adventurous, young farm girl

The problem/conflict: The special needs goat is missing.

The solution/resolution: The goat is found in the pond and Stella accepts responsibility for leaving the gate open.

Literary Devices: Hyperbole, rule of three, imagery, irony, symbolism, figurative language

Genre-Specific Elements: Fiction with flashback, poetic rhythm, rhyme scheme

Author's Perspective: The author is an educator who lives on a ranch and has a strong desire to share those two passions.

Author's Purpose: The author wants the reader to learn that it is rewarding when people own their own actions.

Plotline: This book contains a non-linear, cause/effect plotline with a flashback.

Change/Growth: Stella shows her bravery to adults. Several characters learn the importance of owning their own actions.

Theme/Message: The author believes that it important to take responsibility of your own actions. Young people are wise.

Theme/Short: Taking ownership, wisdom, truth, honesty **Mood:** Anxious, relieved **Tone:** Reflective and appreciative

Textual Evidence Tangible Item used for Recognizing Important Details: A picture of a goat

Specialized Vocabulary

visualize, particular, announce, inspired, admitting, ingested, reviewed, excessively, frantically, determined, waste, foraged, darted, received, unique, fertilizer, diet, devoured, hoof, occasion, neighing, foreman, pasture, breakfast, chaos, accidentally

Teach through Literature - Change the World!

Turning the TEKS into Classroom Discussion Questions (Whole/Small Group - General)

(6) Comprehension Skills:

- 6A – Why did you choose this book? Would you like to share it with others?
- 6B – Based on the book's cover, what do you think might happen? What are some animals you might see on a ranch?
- 6C – What do you think Stella will do when she realizes the goat is missing?
- 6D – Discuss what you think Stella is seeing when she is visualizing her morning.
- 6E – Have any of you ever been to a ranch? Have any of you ever fed a goat and felt his lips?
- 6F – Why do you think Stella's mom used to say that poem to her?
- 6G – What are some of the details that show you that Stella and her mom have a good relationship?
- 6H – Think of a time when you did something wrong. How did you handle it?
- 6I – Who can annotate/draw/create a list of the most important details from this book?



(7) Response Skills:

- 7A – What do you love the most about animals? What is your favorite animal?
- 7B – What is the author hoping that you understand or realize after reading this book?
- 7C – Can you find some sentences that show you that the author hopes you learn something new?
- 7D – Find your favorite page. Share in your own words what the author is saying on that page.
- 7E – In five pictures/words/sentences, can you annotate/create notes that show what happened in this book?
- 7F – Find a word that you have never seen before. Use it in a sentence keeping the context the same as it is used in the book.
- 7G – What are three of the most important details/sentences within this text? Why are they important?

(8) Multiple Genres (Literary Elements):

- 8A – What is a topic that is discussed over and over throughout this story? What is the theme of this book?
- 8B – Describe the relationship between Stella and the cowboys. Describe the relationship between Stella and the ranch owner.
- 8C – Discuss a challenge/conflict that occurs in the book. What are the biggest events of the story? How were the challenges/conflicts handled/resolved? How did one of the characters grow/change? Did more than one character grow?
- 8D – What is the primary setting of this story? What is the secondary setting of this story? Does the setting affect the storyline/plot? If so, in what ways?

(9) Multiple Genres (Genre Specific Characteristics):

- 9Di – What is the central idea of this book? Can you locate details/sentences/evidence that support this central idea?
- 9Diii – Can you find the organizational pattern of problem and solution in this text? Where can they be found?

(10) Author's Purpose and Craft:

- 10A – Why did the author write this book? What does she want you to learn from her book?
- 10B – What is the text structure of this story? How does it unfold? Does this pattern help achieve the author's purpose?
- 10C – How do the illustrations help develop the story? How do the pictures help reveal the tone of each major part of the book? How do the illustrations demonstrate the plotline pattern? Why does the illustrator make the third appearance of the poem appear in child's handwriting?
- 10D – This author uses imagery to help you know what the ranch looks like. Can you find evidence of imagery? How does the author use irony? Discuss the extended metaphor developed by the poem. What symbolism is found in the illustrations?
- 10E – What point of view is used within this book? Which literary devices can be found throughout this story?
- 10F – How do literary devices and word choice help build the voice of this book? Can you provide some specific examples?
- 10G – Where can you observe the use of anecdote within this book? Where can you observe the use of circular reasoning? Where can the use of hyperbole be observed?

(11-12) Composition – Planning and Constructing:

- SCR: What is the most likely reason the author wrote this book? Support your answer with evidence from the book.
- SCR: Why does Stella tell the poem to the ranch owner? Support your answer with evidence from the book.
- ECR (Personal Narrative): What is your favorite character in this book and why?
- ECR (Informational): Explain how the author uses the setting to help develop the theme of this book. Support your answer with evidence from the book.
- ECR (Argumentative): Using the book, Who Let the Goat Out?, write about whether people should own their own actions. Support your answer with evidence from the book.
- ECR (Correspondence): Write a thank you letter from the cowboys to Stella. Be sure to include details from the book.

4 Dimensions of Reading Comprehension

1. What one has been TAUGHT to recognize or use
2. What one can TAP as textual evidence to use as support
3. What one must THINK to answer the WHY
4. What one must TOGGLE while answering a multifaceted question

When students are addressing Dimensions 1 and 2, they will appear in reading comprehension multi-type questions. Dimension 3 content can be used as reading comprehension or as Short Constructed Response prompts. If they are used as SCR prompts, then the student will need to support their answer with evidence from the selection provided. Dimension 4 content will most likely appear as an Extended Constructed Response writing prompt. Supporting textual evidence will be necessary to fully construct a complete response/essay.

4 Dimensional Reading Comprehension Questions (Independent - Assessment Specific)

Set #1-

1. What is the theme of this selection?
2. What two pieces of evidence can be found to support the theme of this selection?
3. Why does the author include the line, "Own your own on the outside and especially in your heart."?
(Provide textual evidence to support your answer.)
4. How does the author use Stella's mom to help build the theme? (Provide textual evidence to support your answer.)

Set #2-

1. What is the primary setting of this selection?
2. Which two pieces of evidence can be found to support the setting of this selection?
3. What can be inferred about why the author includes that the goat was injured and was blind in one eye? (Provide textual evidence to support your answer.)
4. How does the author use the setting to establish the theme? (Provide textual evidence to support your answer.)

Set #3-

1. Which point of view does the author use in this selection?
2. Which two sentences support the point of view of this selection?
3. What is the most likely reason Stella remembers what her mom always says to her? (Provide textual evidence to support your answer.)
4. Explain how the growth of Stella influences the overall theme? (Provide textual evidence to support your answer.)

Set 4-

1. What in one literary device that the author uses in this selection?
2. What evidence can be found to support your answer to question 1?
3. What is the most likely reason that the author includes the sentence, "I know grown-ups who don't understand what you just explained." ? (Provide textual evidence to support your answer.)
4. In what ways does the repetitive poem help progress the plot? (Provide textual evidence to support your answer.)

Beyond the Book!

Additional Discussion Question Path to Make it Personal

What is the origin of the word "breakfast"? Can you think of other compound words?

Have you ever made a mistake? What would you do differently in the future?

Have you ever done something wrong and admitted it or not admitted it? What was the outcome?

Do you think Stella made the correct decision? Why or why not? Write about whether Stella made the correct decision.

Write a letter to someone admitting something you have done in the past.

How will understanding the theme of this book help you in the future?

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Stella learns that keeping gates closed at the ranch is important, and the cowboys learn that it's important to keep their hearts open. Stella shares an important lesson on owning one's actions, but should anyone be listening to her at all? After all, she's the one who put the family goat in great danger. Will anyone be able to save him? Will anyone be able to forgive her?

Students and teachers anxiously await the falling action of this non-linear problem/solution plotline which provides an outcome no one expected! This suspenseful, realistic fiction piece dabbles in heartbreak, responsibility, and intrinsic motivation. Be prepared to have the catchy chant **Own your own when it's easy. Own your own when it's hard. Own your own on the outside and especially in your heart.** running through your mind for days after reading it multiple times. The strong theme of owning your own actions sets the stage for a life lesson that goes beyond the pages of a book – it contributes to the character of a person.



Meet the Author

Randi Whitney has spent 25 years sharing with educators how to think like an author. Now she becomes one.

Already an esteemed author of a Language Arts educational curriculum, Teach BIG, and the owner of an early childhood preschool, Strawberry Fields, Randi Whitney expands her repertoire by adding children's book author to her list of accomplishments.



Meet the Illustrator

Rylie Stevenson has always had a love for all things creative and an even bigger passion for education. Her creativity for drawing and illustration have been evident in her classroom for over a decade and now bring the adventures of Stella to life across the BNR series.

Enjoy other books by this dynamic author/
illustrator duo:

I Love Buggy Rides
The Eyes Have It
Three Legs Are Better than Four
The Messes We Make
Chocolate Chip Cookies
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The Community Can
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