

BINK AND GOLLIE: TWO FOR ONE

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by Kate DiCamillo and Alison McGhee

Ages: 4-8; Grades: PreK-3

Themes: Friendship, Problem Solving, and Respect

Running Time: 14 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

SUMMARY

Best friends Bink and Gollie are back, and headed to the state fair. Like good friends do, they support each other through games and contests, and even visit a fortune teller. Students will love getting reacquainted with these unique and funny girls as they learn more about each other and the depth of their friendship.

OBJECTIVES

- Students will discuss how the words and pictures contribute to their understanding of the text.
- Students will write a story about an important event that they experienced with a friend.
- Students will develop their vocabulary.

BEFORE VIEWING ACTIVITIES

Review text-to-self connections with students. Ask them to share with each other about an important person or friend in their life.

Guiding questions:

- In what ways are you and your friend different? In what ways are you the same?
- What are some activities, hobbies, foods, or other things that both you and your friend enjoy?
- Have you ever helped your friend in a difficult time? How? Has he or she ever helped you? How?
- What do you like the most about your friend?

Encourage students to make connections with Bink and Gollie. Push them to consider how Bink and Gollie support and accept each other, and how they support their friends.

Common Core Connection Activities:

Preview some of the vocabulary from the movie: **tragedy, amateur, talent, destiny, replete**. Each student should write the new word on the front of an index card. On the back of the index card, students should write the definition of the word and a picture that represents the meaning of the word. Encourage students to listen for the words in the movie and to write down any context clues from the movie that would also help them to remember the meaning of the word.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Give a mini-lesson on drawing conclusions. Explain to students that Prompt students to think of a time that they did something fun, exciting, or new with a friend. Say: We're going to write a story about a time that we did something fun or exciting with our friend. Just like Kate DiCamillo and Alison McGhee, we're going to focus on one small moment in our friendship and write about that. For example, we're not going to write about the whole summer at camp with our friend, or maybe not even a whole day, but we might write about the first time we went out in a canoe with our friend. If we have many small moments, we might put them together into chapters, the way *Bink and Gollie* is organized.

Guide students through the writing process, by modeling a story about doing something fun or adventurous with a friend.

1) Use a web or list to brainstorm ideas.

2) Use the web or list to choose the strongest idea. Using that idea, create an outline with the students. Since it is a story, the outline should be created in chronological order, using the key words *first, then, next, finally*. Encourage all students to contribute ideas to the outline.

3) Use the outline to fill in details and strong vocabulary, creating a story. Scribe the story on large chart paper, so that students can see how the ideas get transformed into complete sentences.

4) Conclude by having students share the stories of how they did something fun or exciting with a friend.

Point out to students that *Bink and Gollie* is told entirely through dialogue, there is no narrator. Pause the movie periodically to ask: How is Bink (or Gollie) feeling? How can you tell? Emphasize that the illustrations are equally as important to the story as the written text. Challenge students by turning off the volume and prompting them to infer the characters feelings, based solely on the illustrations. Conclude with a discussion:

- What does the dialogue teach us about the two characters, Bink and Gollie?
- How do the illustrations add to the characters' voices?

Organize a class talent show. Challenge students to work alone or in small groups to create an act for the talent show. Help students brainstorm acts that go beyond musical performances, such as joke-telling, sharing stories that they wrote, or putting on a dramatic skit. Hold "auditions" to preview the acts and to give students constructive feedback. Invite other classes and parents to the talent show.

OTHER TITLES BY KATE DIMAMILLO AND ALISON MCGHEE:

- *Bink & Gollie* by Kate DiMamillo and Alison McGhee
- *Great Joy* by Kate DiMamillo
- *A Very Brave Witch* by Alison McGhee

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