

BINK & GOLLIE

BINK & GOLLIE

by Kate DiCamillo and Alison McGhee, ill. by Tony Fucile
Themes: Friendship, Respect, Problem Solving, Feelings
Ages: 4-8; Grades: PreK-3
Running Time: 14 minutes

SUMMARY

Bink and Gollie are the best of friends, and as different as two friends can be! Despite their different opinions on socks, fish, and adventures in the Andes, the two girls can always agree on pancakes and roller-skating. Students will love following Bink and Gollie through the ups and downs of their friendship and will be able to connect to their quirky, but close, relationship.

OBJECTIVES

- Students will make text-to-self connections.
- Students will compare and contrast Bink and Gollie.
- Students will determine the lessons that the characters learn.
- Students will develop their vocabulary.

BEFORE VIEWING ACTIVITIES

Review text-to-self connections with students. Ask them to share with each other the story of 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?
- Do you ever disagree with your friend? What sorts of things do you disagree about?
- How do you solve problems with your friend?
- What are some activities, hobbies, foods, or other things that both you and your friend enjoy?
- What do you like the most about your friend?

Encourage students to make connections with Bink and Gollie. Push them to make their connections deeper by thinking about the underlying causes of their disagreements and connecting to the emotions of loneliness and jealousy. Also guide them towards thinking about whether they are

able to smooth out the bumps in their relationships with their friends the way that Bink and Gollie do.

Preview some of the vocabulary from the movie: **long, compromise, implore, companion, jealous**. 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

Use a Venn diagram to compare and contrast Bink and Gollie.

Guiding questions:

- How are Bink and Gollie's physical characteristics different (*or, How do Bink and Gollie look different*)? How are they similar?
- What are some things that both Bink and Gollie like? What are some things that they both dislike?
- What are some things that only one of them likes?
- How do Bink and Gollie show each other that they care?
- What are some traits that both Bink and Gollie have?
- Are Bink and Gollie more similar or more different? Why do you think that?

As an extension, students can use a Venn diagram to compare and contrast themselves with the special friend that they shared about in the Before Viewing Activity.

Have students continue the adventures of Bink and Gollie, in a comic strip form. First, students can illustrate the stages of the next adventure that Bink and Gollie embark upon. Provide them with paper that is broken into boxes, as a comic strip. Number the boxes to aid the students in sequencing. After students have drawn the illustrations, have them tell the story orally to a partner. Then, students can add character dialogue or thoughts, or they can write a one-sentence caption for each picture. Students should color their comic strips. These can be displayed on a classroom bulletin board, or in a

special library of student work.

Discuss the lessons that Bink and Gollie learned in each chapter. Guiding questions:

- What is the problem in this chapter? How do they solve it?
- How do you think each character changed in this chapter? What makes you think that?

After students discuss the lessons from each chapter, have them brainstorm ways that they might apply these lessons to their own lives. For example, in Chapter 1, the girls learn about compromise. Students can write individual or a class list entitled, "Ways that I Can Compromise." In Chapter 2, the girls learn about loneliness and including each other. Students can write a list entitled, "Ways to Include My Friends." Finally, in Chapter 3, the girls learn about jealousy. Students can write about a time that they were jealous and how they resolved this feeling.

OTHER RELATED TITLES FROM WESTON WOODS:

Crazy Hair Day, by Barney Saltzberg

Do Unto Otters (A Book About Manners), by Laurie Keller

Jazztime, by Michael Sporn

The Other Side, by Jacqueline Woodson, ill. by E.B. Lewis

The Lion and the Mouse, by Jerry Pinkney

Naked Mole Rat Gets Dressed, by Mo Willems

Spoon, by Amy Krouse Rosenthal, ill. by Scott Magoon

A Very Brave Witch, by Alison McGhee, ill. by Harry Bliss

Wallace's Lists, by Barbara Bottner & Gerald Kruglik, ill. by Olof Landström

A Weekend with Wendell, by Kevin Henkes

To order other Weston Woods titles visit www.scholastic.com/westonwoods or call 800-243-5020

This guide may be photocopied for free distribution without restriction.