

Bink and Gollie: Whack-a-Duck - Comparing Perspectives

Grade 2 | Florida teacher-facing edition

REGIONAL STANDARD

ELA.2.R.1.3

Identify different characters' perspectives in a literary text.

WHY THIS LESSON QUALIFIES

Students compare Bink's and Gollie's perspectives on the same event and support each side with the characters' words or actions.

Source

Florida Department of Education - Florida B.E.S.T. Standards: English Language Arts

Production status

APPROVED - HIGH confidence. Canonical lesson pages follow unchanged. The standard is printed only on this regional edition.

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ELA SKILL LESSON · GRADE 2

Bink and Gollie: Whack-a-Duck

Comparing Perspectives

TIME	30 minutes full · 15 minutes short
PRIMARY SKILL	Compare characters' perspectives on the same event
OBJECTIVE	Compare Bink's and Gollie's reactions to the same ending and support both perspectives with evidence.

STUDENT	One shared outcome, one evidence-based focus for each character, and a contrast statement.
EVIDENCE	
ESSENTIAL	How do Bink and Gollie understand the same ending differently?
QUESTION	

Before teaching

Read or play the complete book before the timed lesson. Keep the prize expectation, Gollie's warnings, and final exchange marked.

Materials:	The book; Student Evidence page; pencil.
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Mark these moments: Bink expects the enormous doughnut · Gollie voices concern · Bink admits she did not win · Gollie notes that everyone survived

Lesson sequence

TIME	TEACHING MOVE
4 min	Name the shared event Establish that both characters experience the same ending.
6 min	Model perspective Compare what each character focuses on. Perspective is what a character notices or emphasizes about the same event.
10 min	Collect both sides Record one line/action for Bink and one for Gollie. Do not decide that one is correct.
10 min	Write the contrast Complete a sentence using but or while to show the difference between their reactions.

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Comparing Perspectives

Access routes

SOLO	Reread the marked passages, record one evidence detail for each character, then compose the comparison.
SUPPORTED	Pause after each character's words. Name the speaker, choose the character's focus, and complete a shared contrast frame.
LISTENING	Listen to the final exchange and watch the ending. Assign teacher-read reaction cards to Bink or Gollie, then dictate the comparison.
EXTEND	Explain how both reactions can make sense even though they differ.

Teacher guidance

Keep the event shared and the interpretations separate. A retelling of what happened is not yet a perspective comparison; students must say what each character focuses on.

Assessment

- Names the shared outcome.
- States what Bink focuses on.
- States what Gollie focuses on.
- Uses evidence from each character.
- Expresses the contrast clearly.

Short route · 15 minutes 3 min - establish the shared ending. 5 min - collect one evidence detail per character. 7 min - write or say the comparison.

STUDENT EVIDENCE · GRADE 2

Bink and Gollie: Whack-a-Duck

Same Ending, Two Reactions

Name _____ Date _____ Show what each character focuses on, then record the shared outcome. Finish with one contrast sentence.

BINK	GOLLIE
What does Bink focus on? What proves it?	What does Gollie focus on? What proves it?

SHARED OUTCOME

What happened to both characters?

EXIT CHECK

Bink focuses on _____, while Gollie focuses on _____.

TEACHER KEY · GRADE 2

Bink and Gollie: Whack-a-Duck

Comparing Perspectives

Strong response

Bink treats the ending as a loss because she expected the enormous doughnut and did not win, while Gollie responds positively to the fact that everyone survived. The comparison describes two perspectives on one outcome; it does not require deciding that one character is right.

Expected evidence

- Shared outcome: the game produces no winner.
- Bink: focuses on the prize she expected and did not win.
- Gollie: focuses on survival / everyone being okay.

Watch for

- Retelling the game instead of comparing reactions.
- Choosing a favorite character rather than supporting both perspectives.

Independent success

The student names both characters, the shared outcome, and two different reactions supported by the text.