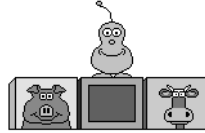


# Bing & Boing



## Musical Motion!

## Music

Students can use many kinds of sounds, hand claps, and foot stomps to make patterns. Begin with a two-part pattern, such as a “Bing” in a high voice, followed by a “Boing” in a low voice. Then add a hand clap for a three-part pattern (Bing, Boing, clap; Bing, Boing, clap; etc.). After some practice, students can make up their own sound patterns. Some sample patterns include:

Two-part patterns

- Bing, stomp; Bing, stomp; Bing, stomp.
- Click, clap; click, clap; click, clap.

Three-part patterns

- Clap, clap, Boing; clap, clap, Boing.
- Stomp, Bing, clap; stomp, Bing, clap.

## Headband Patterns

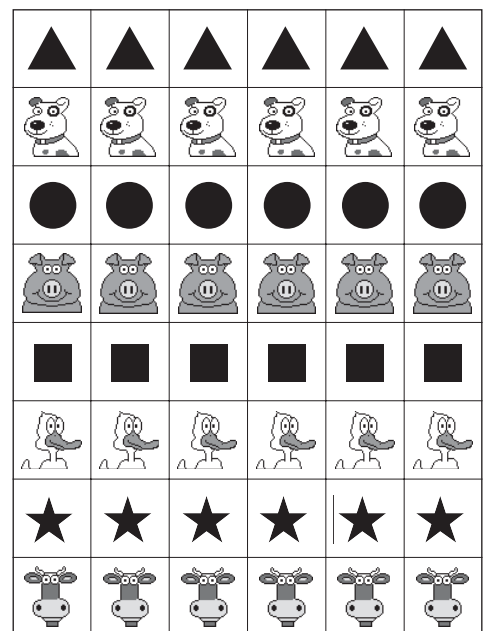
## Art

Pull out your favorite rubber stamps, cut calculator tape for headbands or wristbands, and stamp out a pattern. For example, a student might stamp out 2 frogs, 1 cat; 2 frogs, 1 cat, etc. Glue or staple the ends together to make headbands or wristbands. If you don't have stamps or calculator tape, ask students to create their own patterns with crayons on precut strips of paper.

## Meet Bing and Boing

## Problem Solving

Make page 75 into a transparency. This activity helps develop problem-solving skills as students analyze patterns and anticipate what comes next. It is also an effective tool for introducing Bing and Boing to the class. Once you have made the transparency, cut it into pieces. Use some of the pieces to lay out a two-part pattern on the overhead projector surface (for example, star, square; star, square). Arrange the remaining pieces at the bottom on the projector surface. Turn on the projector and add one more star to the pattern. Ask if anyone knows what comes next. Have a volunteer move the square into place. Ask the class to repeat the pattern aloud together, “Star, square; star, square; star, square.” Then let a student lay out a new pattern and call on a classmate to complete it.



## People Patterns

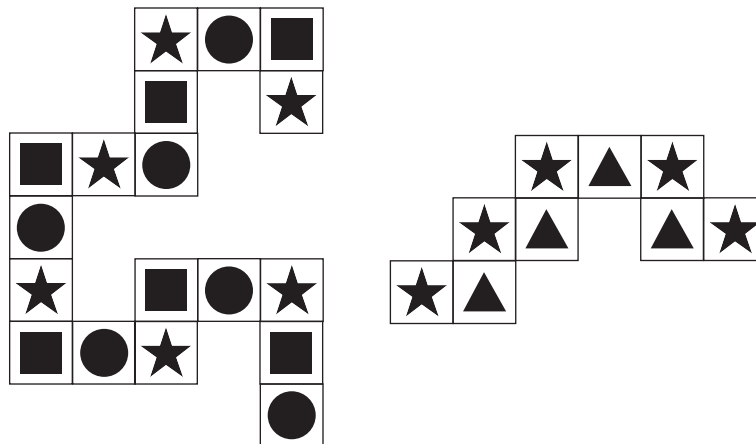
## Creative Dramatics

Divide the class into groups of six students each. Have each group model positions, gestures, and facial expressions and organize themselves into a two-part or three-part pattern. For example, one student pattern might include two frowning students, one smiling student; two frowning students, one smiling student. Another pattern might include one sitting student, one standing student, one student with back to class; one sitting student, one standing student, one student with back to class. Have student groups take turns setting up their patterns in front of the class. Then, as a volunteer points to each student in the group, the class calls out each part of the pattern.

## Pattern Paths

## Art

Make copies of page 76 for your students and have them cut the copies into pieces. (Keep the pieces in old envelopes or clipped together with paper clips.) Students can work together in groups of two to four. The first student starts the pattern by laying down two or three pieces. Thereafter, students take turns placing one piece at a time, maintaining the pattern. Students can make the pattern “turn corners” and change direction, but each new piece must touch the previous piece on one (and only one) side. Interesting designs will form as the pattern is repeated, especially if students combine pieces from all their envelopes.



## All Mixed Up

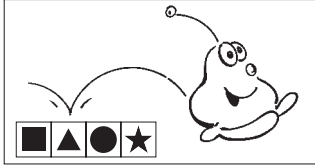
## Creative Dramatics

Read the story *The Cow That Went Oink* (by Bernard Most; Harcourt Brace Jovanovich, Publishers) to the class. Let volunteers make the sounds of different animals. Then talk together about what sounds seem funny. For example, a bunny that moos, an elephant that quacks, etc. Talk about the sounds students hear in *Bing & Boing*.

## Play That Pattern

## Music

Make copies of page 76 for your students and one extra copy. Using the extra copy, cut out the four small pattern pieces at the top of the page. With removable tape, attach these pattern pieces to four different keys of a xylophone or piano. (Alternatively, the pattern pieces can be attached to four different rhythm instruments.) Have students bring their activity sheets with them when it is their turn to try playing the instrument. (Two or three students will need to work together if they are using rhythm instruments.) Encourage them to play the patterns on the activity sheet and then to invent patterns of their own. The activity sheet is designed for students to invent one two-part pattern and one three-part pattern.

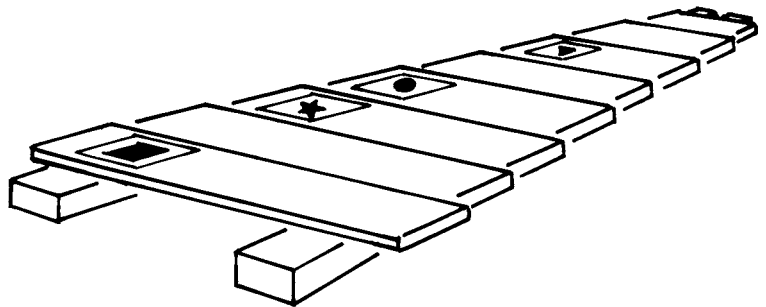


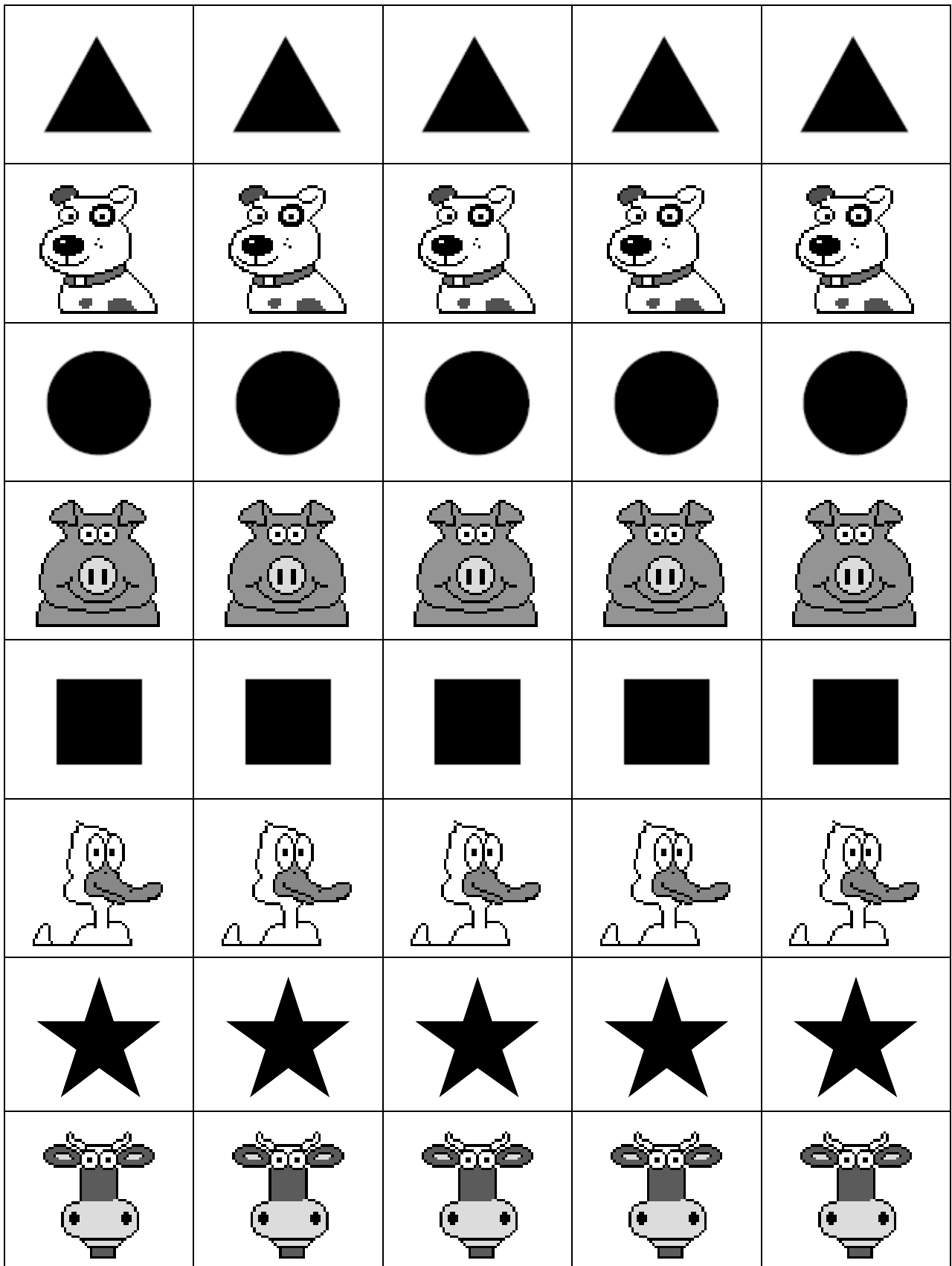
Play these patterns.

★	●	★	●	★	●	★	●	
■	▲	▲	■	▲	▲	■	▲	▲
●	★	▲	●	★	▲	●	★	▲

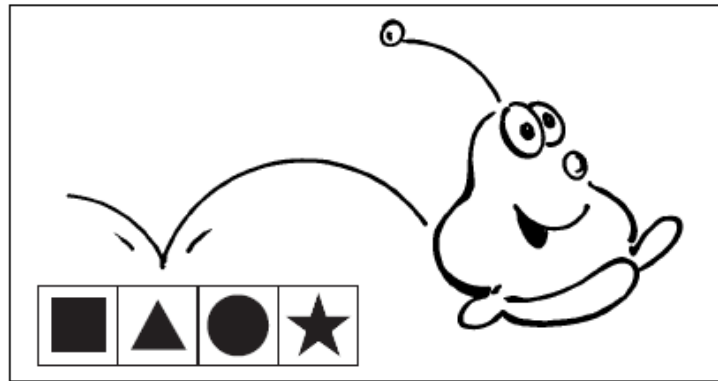
Make your own patterns.

□	□	□	□	□	□	□	□	
□	□	□	□	□	□	□	□	□

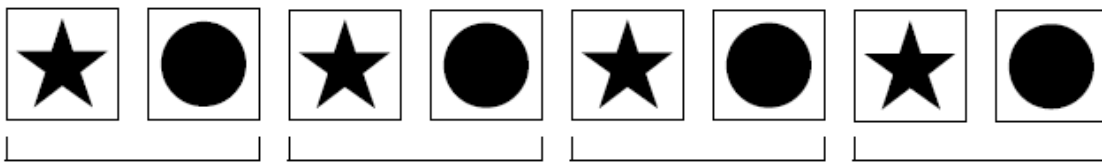




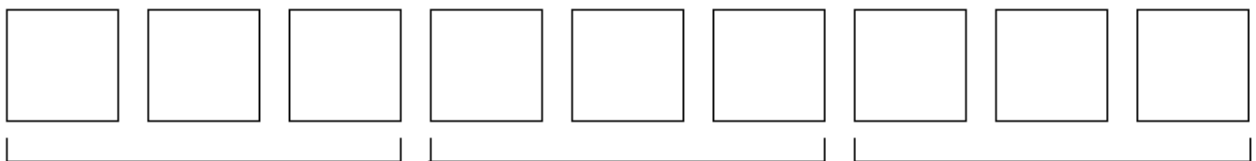
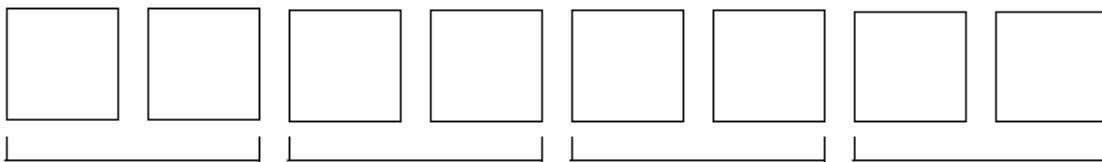
Use with "Meet Bing and Boing" (page 72) and "Pattern Paths" (pages 73-74).



Play these patterns.



Make your own patterns.



Use with "Play That Pattern" (page 74).