



DANZÓN AND CHA CHA CHÁ

Through this song children follow directions to learn dance movement developing gross motor skills, directionality and social skills. In addition, this is a great song to develop sequencing, a necessity to develop retelling skills.

CONCEPTS

- gross motor skills
- directionality
- dance and movement
- following directions
- social skills
- sequencing



**STREAM OR
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THE SONG**

LET'S DANCE!

Kids love to dance! Dance promotes gross motor skills, coordination, and teamwork because dancers follow a choreography or a partner's lead. When they learn more complicated dances, it is also an opportunity to learn about patterns. The first few times kids may make mistakes, but with practice they will learn the dance.

Let children listen to the song several times. If you are working with several children, invite one child to model the movements of the beginning of the song as follows:

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Stand next to each other and start the song.

*Take two steps to the front
Take two steps to the back
I love dancing Danzón
I love dancing in the park*

*Move two steps forward
Move two steps backwards
Hug yourself
Spin around*

*Take two steps to the front
Take two steps to the back
Now get ready for the fun
Because here comes the Cha cha chá*

*Move two steps forward
Move two steps backwards
Lift up both hands to the air
Shake your hips*

*First I hold you by the hand
Second we shuffle our feet
Third turn at the same time
Fourth turn away from me*

*Hold partner's hand
Slide your feet back and forth
Both spin around
Turn to face away from your partner*

STRATEGY

Invite another child and model same movements again. If the group is large, repeat the same steps with different children before inviting the whole group to dance in pairs.

Children should feel comfortable with the movements before continuing to the next part of the dance.

Model the second half of the dance with one child only.

Fifth, I put on my hat

Sixth, we turn once again

Seventh, I open my fan

Eighth, "Cha cha chá," we say, "cha cha chá!"

One partner puts on a hat

Both dancers turn to face each other

Other partner opens a fan

Stomp feet while saying "Cha cha chá!"

Invite other children and model with them this second half several times again until the group is ready to dance this part with a partner.

In pairs, review the first part of the dance, and then follow directions to dance the whole song.

Once children are comfortable with the movements ask everyone to find another partner and dance to the song again. Shout out the word "switch" and children walk quickly to another corner of the room and find a new partner.

ADAPT

Younger children should only be expected to dance small chunks at a time to ensure success for every child before you move to bigger chunks.

WHAT'S NEXT?

After dancing to the song several times and throughout the weeks, draw attention to the lyrics of the song. Explain that this song gives instructions on what to do.

When someone wants us to do things they can also let us know in what order they want them done. For that we can use words like "first", "then", "after", "last", or, like in this song, we can name them using numbers to show the order.

Have the lyrics of the song already written on a big chart paper using big printed letters and enough spaces in between words. Highlight the cardinal numbers using highlighting tape or a marker.

First
Second
Third
Fourth
Fifth
Sixth
Seventh
Eighth

Ask children to tell you what number each word represents. You might ask, "Does anyone know what number the word 'first' represents? Does anyone know how we could write the word 'second' using just a number?"



STRATEGY

If children have a hard time guessing the number, invite two children to stand next to each other and say: "One, two... first, second," pointing to each child as you say the number to scaffold even more. Add a third child and say: "Third. I'm wondering what number it could represent. Can anyone help me? 'Third' is the number...?"

And invite children to guess. Use the same prompting to go through all the numbers from first to eighth.



ADAPT

For older children, introduce the academic vocabulary:

Cardinal numbers (1,2,3,4,5,...)
Ordinal numbers (first, second, third...).

Prompt them to use these academic words when identifying numbers, such as with this sentence frame:

"The ordinal number for 1 is 'first.'"

Invite children to come up to the front and label each number, first through eighth, with a cardinal number. Have big printed numbers on small index cards and add a piece of tape on the back of the card to ease the process of attaching each card to the right place in the song.

Challenge children to remember what movement they did first in the dance, and second, third, etc.

HULA HOOP GAME

Use the Hula Hoop Game to reinforce the concept of numerical order.

Line children up from first to eighth. Number the children from one to eight and make sure they remember which number they are.

ADAPT

If your group is smaller, invite friends and other family members to participate or reduce the numbers used in the game.

STRATEGY

If children have trouble remembering their number, give each child in the line a necklace with the number he or she represents.

Spread out several hula hoops around the room with big number cards placed in the center of the hoop. Depending on the size of the group you may have several hula hoops containing the same number. For example, two hoops that both have the number one card, two hoops with the number two card, and so on.

Explain to children that you are going to yell out an "order number." They have to figure out what number it represents and the child or children who have that number need to run to the hoop with that number and stand inside it. For example, if you shout out "Fifth!" the child who is #5 should run to the hula hoop that has the number 5 in it, and stand inside the hoop.

EXTEND

Instead of running to the hoop you might change the instructions to hopping, skipping, dancing, galloping, walking, or crawling to the hoop. This is especially valuable to give English language learners plenty of opportunities to “act out” those movement words, which lets them review and use previously learned academic vocabulary.

CREDITS

This Learning Guide was developed in collaboration with master teacher Heidimarie Freund-West and singer-songwriter and teaching artist 123 Andrés. To see all of the Learning Guides and for more information about the guides, their authors and how to use them, please visit www.123andres.com/learning. Special thanks to the following families for their help in developing the guides: Louis and Carlos' family, the Montoya Cabrera family, Maria Kammaraad and her family, Brooke Belville and her family, the Kopacko family, the Carollo family, the Eschelbach family, and the Diaz Evans family. Art and layout by Alcides Urrutia.