

Materials needed: Colorful scarves/colorful crepe paper (cut into 1' strips), musical instruments, traditional Mexican foods, bright colored bulletin board paper or colorful plastic tablecloths, and festive Mexican music.

1. Explain that a fiesta is a festival or party type celebration. Ask children if they have ever been to a party. If they are unable to answer, then pause after you ask the question and then provide an answer like: "I know you had a party for your birthday." Ask them how they felt about the party they went to. Were they happy? Were they embarrassed when everyone sang Happy Birthday? Was it scary because lots of people were there? Provide children with scarves or crepe paper strips and talk about their colors and the texture. Play the music and invite children to wave their scarves/crepe paper strips along with the music. Explain to children that when the music stops that they should stop moving their scarves/crepe paper strips. You could also say "Stop" when you want them to stop. You can practice listening and understanding skills by having them move scarves high/low, fast/slow, up/down, etc.
2. Have a Fiesta Parade and invite children to play instruments and wave scarves. You could sing this song to the tune of Here We Go Around the Mulberry Bush
*We are having a fiesta parade, We are having a fiesta parade,
 We are having a fiesta para-a-ade to celebrate Mex-i-co*
3. Place a colorful tablecloth on the table and invite children to taste different foods popular in Mexico. For example: Flour and corn tortillas into small pieces, tortilla chips, and salsa, black beans, corn, guacamole, shredded cheese, etc. Introduce each food, one at a time, so that you can name it and talk about the color, taste, and texture.

Individualization/Age Accommodation

Younger infants- Move the scarves/crepe paper in front of them as the music plays. Talk about how the scarves are moving. Fast, slow, high, low. Also, you can wiggle the scarves on their hands, feet, tummies, etc.

Older infants- Same as above but you can also encourage them to reach for the scarves and to move them as you move your scarves.

Younger toddlers- You may need to help remind them when to stop when the music stops and you say stop.

Older toddlers- Ask them the colors of the scarves.

Twos- Ask them questions about how the scarves/crepe paper strips feel. Ask them for ideas of how to move the scarves.

Domains- Concepts/Skills

Physical- moving scarves, reaching for scarves, shaking instruments

Language- color words, words in song, high/low, etc.;

Pre-writing- crossing the midline

Cognitive- Science- how the scarves move, tasting food, instruments making sounds; Math- color words, spatial relationship words; Culture/Social Studies- Mexican music, food, and fiesta

Social/Emotional- expressing feelings, confidence in what I can do, impulse control

Approaches to Learning- focused attention, eagerness

State Standards

FL: PD-C1a; LLD-A1a; CD-B1; SED-D1a; AL-A1

GA: PDM6.0a, 1a, 2a; CLL1.0c, 1c, 2c; CD-CR2.0b, 1b, 2b; SED1.0c, 1c, 2c; APL3.0b, 1b, 2b

NC: HPD-5b, 5e, 5h; LDC-1a, 1e, 1h; CD-11a, 11c, 11e; ESD-1a, 1f, 1h; APL-8a, 8d, 8f

NJ: PD-53-5,1,4; LDC-33-1,2,4; CD-41-2,3,3; SED-15-3,2,3; AL-29-1,4,3

SC: HPD-5b, 5e, 5h; LDC-1a, 1e, 1h; CD-11a, 11c, 11e; ESD-1a, 1f, 1h; APL-8a, 8d, 8f

TN: PD-0-12.2, 13-24.2, 25-36.2; LE-0-12.1, 13-24.1,25-36.1;

MA-0-12.3,13-24.3, 25-36.3; SE-0-12.1,13-24.1, 25-36.1; AL-0-12.10, 13-24.10, 25-36.10