



DRAGONS LOVE TACOS

Book by Ernie Nolan, music by Chris LaPorte

Based on the book by Adam Rubin
Illustrated by Daniel Salmieri

Classroom Guide Grades 2 - 3

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How to Use This Guide

This classroom guide for *Dragons Love Tacos* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *Dragons Love Tacos* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Dragons Love Tacos is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book: written by Adam Rubin.

- Have you read *Dragons Love Tacos* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Dragons Love Tacos* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Dragons Love Tacos*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for Dragons Love Tacos is Food.
The Magik Must-Reads (Grade 2-3) are:

Dragons Love Tacos 2: The Sequel
Book by Adam Rubin

If You Give a Pig a Pancake
Book by Laura Numeroff

The Very Hungry Caterpillar
Book by Eric Carle

The Pigeon Finds a Hot Dog!
Book by Mo Willems

No Kimchi for Me
Book by Aram Kim

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

- How did the theme of Unlikely Friendships show in each book? Explain.

Setting

- Describe the settings of each book.
- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?
- How were the settings similar to each other? How were they different?
- How were the settings related to the theme of Unlikely Friendships? Explain.

Characters

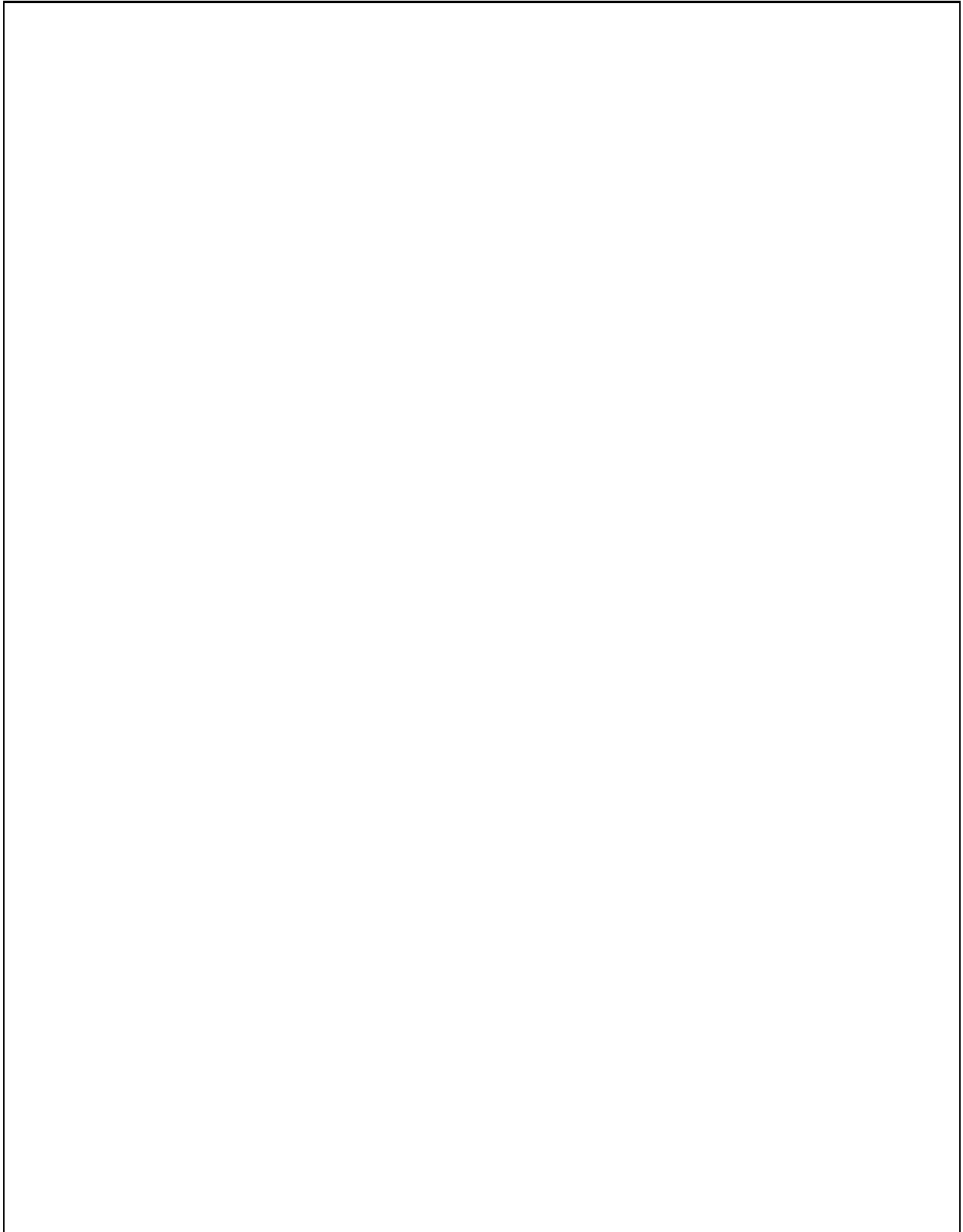
- Who were the main characters of each book?
- Did any characters show up in more than one book?
- Were the characters of one book similar another book's characters in any other ways?

Plot

- What did the main characters of the books want most?
- Did anyone or anything stand between the main characters and their goals?
- Did the main characters get what they wanted? How?
- How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In the space below draw a picture about that time to illustrate your story.



4: Word Problems

1. If Danny the dragon has 4 chicken tacos, 3 beef tacos and 5 pork tacos how many tacos does Danny have?
2. If Draco dragon buys 17 tacos but throws away 6 because they have spicy salsa how many tacos does Draco have?
3. Danica the dragon had 4 tiny tacos for breakfast, 2 tiny tacos plus 1 regular taco for lunch, then later she has 12 tiny tacos for dinner, how many tiny tacos did she have all day?
4. On Wednesday Daniel dragon is going to have a party, he wanted to invite all 74 of his friends but he only has 48 envelopes, how many more envelopes does he need?
5. Danielle the dragon ate 26 chicken tacos at her friend's party, after the party she also went out and ate 24 pork tacos, 32 chicken tacos and 15 beef tacos, how many chicken tacos did she eat?
6. If David dragon has 43 jars of salsa at home he goes out and buys 8 jars of mild salsa at one store and buys 23 jars at another, how much salsa does David have?
7. Destiny the dragon flies 10 miles to get 3 tacos, she flies another 36 miles to go get 10 more tacos, how many miles has she flown?
8. Denise dragon is having a taco plate sale, she decided to make 75 plates to sale. all her friends love her tacos, at the end of the day she only 16 plates left, how many plates did she sell?

5: Dragon Foam

Using a recycled bottle, students can create their own dragon that foams at the mouth. Similar to the more common volcano experiment, this project allows students to express their creativity in designing and building their own dragons inspired by the characters in *Dragons Love Tacos*. Mixing the dish soap, vinegar, and baking soda inside of the “dragon” creates carbon dioxide, causing the vinegar to expand and react with the dish soap to create foam.

- Materials:
- Wide-mouthed plastic bottle*
- Vinegar
- Dish Soap
- Food Coloring (color of your choice)
- Baking Soda
- Plastic trays or cookie sheets
- Scotch tape
- Scissors
- Liquid school glue
- Spoons or popsicle sticks (for mixing)
- Craft foam sheets or cardstock sheets (for decoration, color of your choice)
- Googly Eyes (also for decoration, size of your choice)



*The plastic bottles are a good opportunity for students to practice recycling/upcycling by using leftover bottles. Empty juice bottles and cartons, wide-mouthed water bottles, and bubble bottles all work for this project.

Directions:

- Remove any caps from the bottle before beginning.
- Make the body of the dragons. Using your foam sheets/cardstock, trace out the dragon’s tail and arms. Make sure to make these proportional to the size of your bottle. Using your scissors, cut out these shapes.
- Using your scotch tape, attach the tail, arms, and legs to the outside of the bottle.
- Using your glue, attach the googly eyes to the top of the bottle, near the mouth. Wait for these to dry completely before continuing so that they do not fall off.

The Experiment:

- Place your decorated bottle on your plastic tray/cookie sheet.
- Fill your bottle up halfway with the vinegar. Add in a large squirt of the dish soap, and a few small drops of food coloring of your choice. Using your spoon, gently mix the ingredients together.
- Add **at least** 1 tsp of baking soda to the bottle (add more baking soda for a larger reaction). This will create carbon dioxide, and the vinegar-soap mixture will expand, making foam come out of the dragon’s mouth.

6: Food in Our Culture

Culture is how we structure our lives and express ourselves. It is made up of our laws and belief systems, as well as our stories, songs, art work, and other creative projects. Food is also part of our culture.

- What part does food play in our culture?
- Name as many foods as you can think of that play a part in our culture.
- Are some foods considered more important than others?
- Why do you think so? How can you tell?
- Why do you think we celebrate holidays with food?
- What would life be like without your favorite food?
- Think about the food you make with your family.
- What is your favorite food?
- Do you make special food on certain holidays?
- Do you dress differently to go to some restaurants?
- Do you give or receive gifts of food such as cookies?

As a class, discuss the foods eaten by Americans in general and your family in particular.

- What foods do you have in common?
- Which are different?

Listening to your classmates, did you learn about a food or eating tradition you didn't know about before the discussion?

- What food are the characters in *Dragons Love Tacos* getting ready to eat?
- Do you eat the same food?
- If so, how are your tacos similar to the dragons tacos?
- How are they different?

As a class, choose a culture other than your own and research what foods people of that culture eat.

- Does food play a part in that culture?
- Which foods are considered most important?
- Does that culture eat any of the same foods your culture eats?
- If so, is the food prepared the same way or differently?
- Based on the foods eaten, which cultures would you most like to live in? Why?

7: Create Your Own Dragon

You will be designing and decorating your very own dragon! Using materials found around the classroom, you can build your own a taco-loving dragon like those found in the play *Dragons Love Tacos*. You can model yours after your favorite character, or you can create a dragon of your own design.



- Materials:
- Paper Plates*
- Scissors
- Pencils (for tracing)
- Staples
- Sharpies (colors of your choice)
- Washable paint (optional for decorating dragons, color of your choice)

*If paper plates are not readily available, this project can also be done using cardstock.

Directions:

- Fold your paper plate in half and lay it on one side.
- Using your pencil, draw the outline of the dragon's wing. You can create your own shape, or model yours after the picture on the right.
- Using your scissors cut out the top part of the wings, but make sure to leave the area at the center (where the plate creases) together. This will fold into the dragon's wings.
- Unfold the rest of the plate, and using the extra material, trace the dragon's head and tail. Again, you can create your own design, or model yours after the template.
- Using your scissors, cut out the head and tail pieces.
- Before assembling your dragon, separate all three of your pieces and decorate them using sharpies or washable paint. If you are using paint, wait for your pieces to dry before moving on to the next step. (The example dragon is decorated using a mix of Sharpies and water-based paint).
- Hold the folded wings and body so that they are standing straight up, and fold down the wings so that they stick straight out around the body.
- Place the dragon head on one end of the body, in between the crease of the wings. Place the tail on the other end in the same way.
- Carefully, use the stapler to staple the bottom of the dragon body together so that the head and tail are secured, and the body does not unfold.

8: Exploring Music

In the play *Dragons Love Tacos*, the dragons use music to communicate with the audience, explaining their favorite taco ingredients and what happens when tacos have ingredients they do not like. As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.b.9
6	Soc Studies 113.13.b.10
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.b.9
6	Soc Studies 113.14.b.7
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
4	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
4	Math 3.OA.3, 7