



DRAGONS LOVE TACOS

Book by Ernie Nolan, music by Chris LaPorte

Based on the book by Adam Rubin
Illustrated by Daniel Salmieri

Classroom Guide Kindergarten - Grade 1

Guide content © copyright 2019 by The Magik Theatre. Available free of charge for educational use only. May not be republished or sold without express written permission.

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.

Table of Contents

Theatre

1: Discussion Questions	3
-----------------------------------	---

English Language Arts

2: Magik Must Reads	4
3: Write and Illustrate Your Own Story	5

Mathematics

4: Picture Problems	6
-------------------------------	---

Science

5: Dragon Foam.	7
-------------------------	---

Social Studies

6: Foods in our Culture.	8
----------------------------------	---

Art

7: Draw What You Saw!	9
---------------------------------	---

Music

8: Exploring Music	10
------------------------------	----

Appendix

Activity Content Standards	11
--------------------------------------	----

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 Pre-K Grade 1) are:

If You Give A Mouse A Cookie Book by Roald Dahl

The Very Hungry Caterpillar Book by Eric Carle

Green Eggs and Ham Book by Dr. Seuss

The Little Red Hen Makes a Pizza Book by Philemon Sturges

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: Illustrate Your Own Story

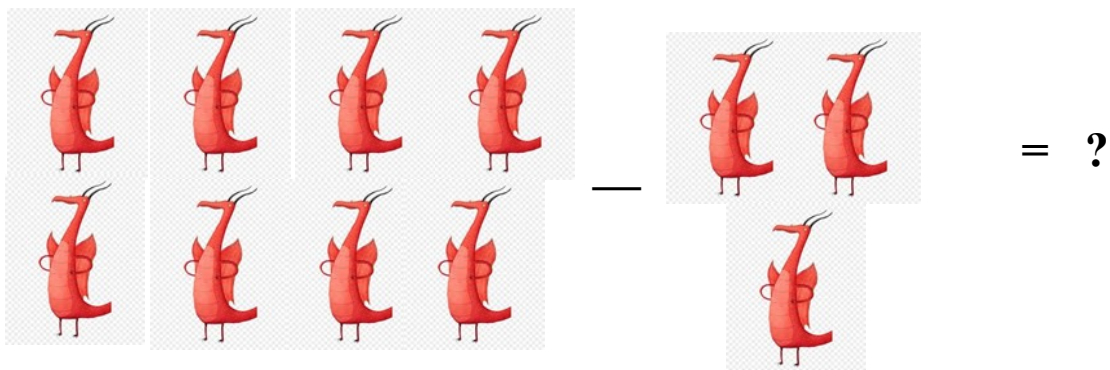
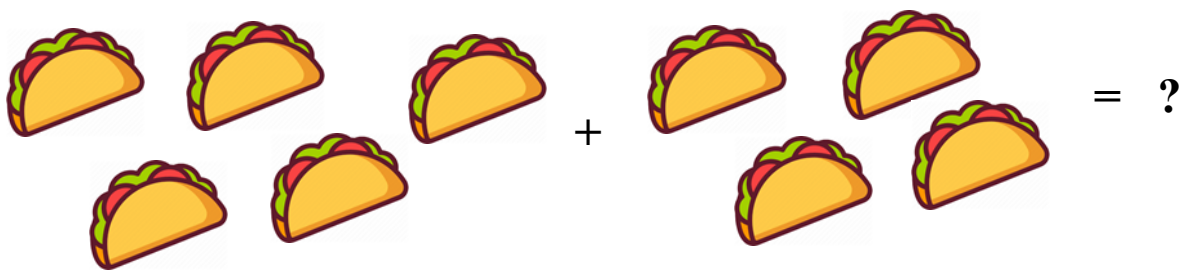
In the show Dragons Love tacos, the dragons gets upset when they eat something they don't like . Think about a time when you had to eat something you didn't like and how you handled it. Use the questions below to help write/draw your story.

Answer these questions as you create your story:

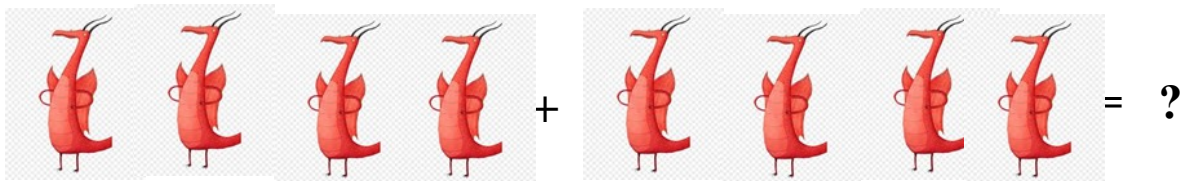
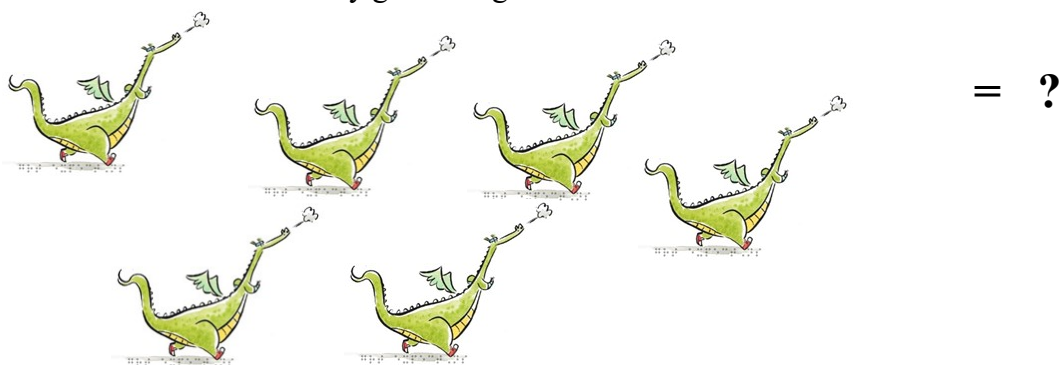
- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?



4: Picture Problems



How many green dragons are shown below:



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 discuss 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: Draw What You Saw!

Choose your favorite moment from *Dragons Love Tacos*. Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



8: Exploring Music

Dragons are always mixing things up. This time the dragon has goofed up again by mixing the wrong song with the wrong lyrics.

Try and learn the dragon's mix ups. Does it make you move your feet and dance? Have you heard these songs before? How are they different now? Can you make up your own lyrics?

Sung to "“She'll be Coming Around the Mountain”
**He'll be eating all the tacos when he comes,
He'll be eating all the tacos when he comes,
He'll be eating all the tacos,
He'll be eating all the tacos,
He'll be eating all the tacos when he comes.
He'll be breathing red hot fire when he comes,
He'll be breathing red hot fire when he comes,
He'll be breathing red hot fire,
He'll be breathing red hot fire,
He'll be breathing red hot fire when he comes.
He'll be flyin round the mountain when he comes,
He'll be flyin round the mountain when he comes,
He'll be flyin round the mountain,
He'll be flyin round the mountain,
He'll be flyin round the mountain when he comes.**

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.9
6	Soc Studies 113.11.b.6-7
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.9
6	Soc Studies 113.12.b.7, 9
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8