



# Dragons Love Tacos Resource Guide

DRAGONS LOVE TACOS BY ERNIE NOLAN. BASED ON THE BOOK BY  
ADAM RUBIN WITH ILLUSTRATIONS BY DANIEL SALMIERI.  
PUBLISHED BY PENGUIN GROUP.  
PRODUCED BY SPECIAL ARRANGEMENTS WITH PLAYS FOR YOUNG  
AUDIENCES.

## RUN TIME:

Approximately 35 minutes

## BEST ENJOYED BY:

All ages, geared towards K-4

## AUDIENCE RESOURCE GUIDE PREPARED BY:

Brenna Lahren

## FMCT MISSION STATEMENT:

“Enriching our greater community through engaging  
theatrical and educational opportunities of high artistic  
quality.”

# ND STATE LEARNING STANDARDS

## K-12 THEATRE ARTS ANCHOR STANDARD

- Standard 1: Generate and conceptualize artistic ideas and work.
- Standard 2: Organize and develop artistic ideas and work.
- Standard 7: Perceive and analyze artistic work.
- Standard 8: Construct meaningful interpretations of artistic work.
- Standard 9: Apply criteria to evaluate artistic work.
- Standard 10: Synthesize and relate knowledge and personal experiences to create art.
- Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works for various cultures.

## MATHMATICS STANDARD

- Standard 1.G.2: Compose a new shape or solid from two-dimensional shapes and/or three dimensional solids (squares, circles, triangles, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons, cubes, spheres, cylinders, cones, triangular prisms, and rectangular prisms).
- Standard 3.MD.3: Draw scaled picture graphs and scaled bar graphs to represent data sets with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

## VISUAL ARTS ANCHOR STANDARD

- Standard 1: Generate and conceptualize artistic ideas and work.
- Standard 2: Organize and develop artistic ideas and work.
- Standard 7: Perceive and analyze artistic work.
- Standard 8: Interpret intent and meaning in artistic work.
- Standard 9: Apply criteria to evaluate artistic work.
- Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## ELA STANDARD

The following standards assume the script of the play as the "text" - one could also use the book *Dragons Love Tacos* as supporting "text" for these standards.

- Standard SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Standard W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- Standard W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Standard RF.3 for Grades K-5, Know and apply grade-level phonics and word analysis skills in decoding words.
- Standard RL.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and their actions.
- Standard RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Standard RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- Standard RL.6: Distinguish their own point of view from that of the narrator or those of the characters.
- Standard RL.9: Compare and contrast the adventures and experiences of characters in stories
- Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Standard L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Standard L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.

## GEOGRAPHY ANCHOR STANDARD

- Standard G.K.2.2 Describe how the physical environment affects people and how people affect the physical environment

The page features a light yellow background with decorative elements: two pencils (one orange with a yellow tip, one orange with a pink eraser and green band) in the top left; a blue swirl in the top right; a yellow swirl in the bottom left; and two pencils (one orange with a pink eraser and green band, one orange with a yellow tip) in the bottom right.

# ABOUT THIS AUDIENCE GUIDE

This document is a resource designed to enhance the theatrical experience in your classroom. The goal of this guide is to reinforce the teaching and learning of theatre arts along with encouraging conversations that lead to the understanding of the plays meaning.

This guide aims to provide lesson plans and activities that can be facilitated easily and with minimal preparation and engage different abilities and imaginations. These activities also offer opportunities to practice social and emotional skills while having fun and being creative!

Within this guide you will find information about the playwright, the book's author and illustrator along with information on the actors in the show. Also included in this guide are discussion and writing prompts along with group activities that encourage students to think about the production critically.

These prompts can easily be modified to fit most writing objectives and individual curriculum. Please feel free to adjust these materials in any way to best fit the needs of your students.

#### Author Note:

I had an amazing time creating this guide and I trust it will be helpful in your classroom. If you have any comments, questions or concerns please email me at [brenna@fmct.org](mailto:brenna@fmct.org)

## About Dragons Love Tacos:

You know what Dragons really love? Tacos of course! A boy and his dog are watching a TV show about dragons when they unexpectedly get caught up in the 'Dos and Don'ts' of what to serve to dragons to eat. Dragons love tacos, but if they accidentally eat spicy salsa...watch out!

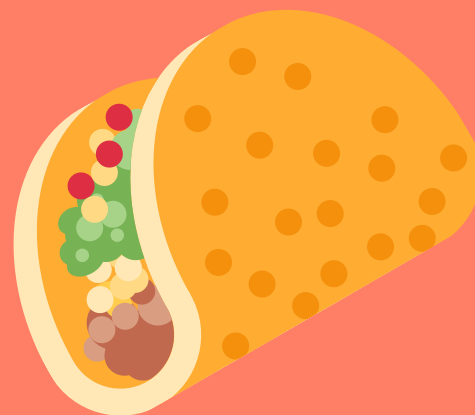
## About the Illustrator: About the Playwright:

Daniel Salmieri grew up drawing ninja turtles, fighter jets and 90's Knicks players. He has since gone on to create illustrations for award-winning children's books and the New York Times. Dan lives with his wife Sophia and their dog Ronni in Brooklyn, NY, where he was born and raised.

Ernie Nolan is an award-winning playwright, director, and choreographer. As former Artistic Director of Emerald City Theatre, he helped create The Little Theatre, the nation's first performance space dedicated exclusively to interactive and immersive theatrical experiences for early theatre goers ages 5 and under. He has adapted and directed such storybook favorites as *If You Give a Cat a Cupcake*, *If You Take a Mouse to School*, *Mo Willems' Don't Let the Pigeon Drive the Bus!*, and *The Adventures of Doctor Dolittle*.

## About the Author:

Adam Rubin is the #1 New York Times best selling author of ten critically acclaimed picture books, including *Secret Pizza Party* and *Dragons Love Tacos*. He spent 10 years working as a creative director in the advertising industry before leaving his day job to write full time. Adam has a keen interest in improv comedy, camping and magic tricks. He lives in New York City.





## Mandy Johnson is the voice of Mom

Mandy has enjoyed 16 years in the same career working alongside people who have disabilities. She currently works for Community Living Services, Inc. in Fargo. Mandy's favorite food is tacos, but unlike dragons, she does like spicy salsa. Mandy picked up the nickname, "Taco" at camp, to which she still responds to years later! Mandy wants to give a shout out to her mom who was the inspiration for this character. Mom had an amazing sense of humor and a kind spirit that was unmatched.

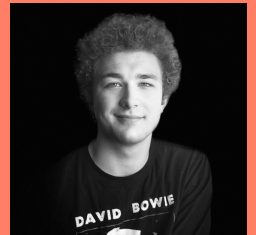


## Olivia Dodge is LeRoy, the Dog

Liv is a junior at Wahpeton High School and the 2nd oldest of 6 siblings. She's been in a number of shows, her favorites being *Joseph and the Amazing Technicolor Dreamcoat* with WHS Drama Department, *Little Women* and *Peter Pan* with Festival Theatre, and *Newsies* with Youth Performing Arts. When she's not acting or singing, Liv can be found running, playing tennis or spending time with her friends and family. Enjoy the show!

## Keith Braddock is the Boy

Keith is very excited to be a part of this cast! His favorite food is gyros and his favorite mythical creature is vampires...spooky! When Keith was 12 he wanted a black cat so bad he prayed every night for a month! Then a cat got stuck under his house. His family kept her and named her Lucky. She is still alive and loves to eat catnip. He is currently in his 3rd year of college at NDSU majoring in psychology. He would like to thank his mom and dad for showing him love.



## Marissa Kopy is Lady in Suit

Marissa is so happy to be a part of such an imaginative and silly play! This will be her first ~virtual~ play she has acted in, but remember kids when you are trying something new for the first time "What's the worst thing that could happen..? You learn something new?" Marissa's favorite color is blue, and unlike dragons, Marissa loves spicy foods. Especially spicy tacos! She would like to give a shoutout to her incredible students at Red Trail Elementary, where she gets to learn new things with them every day (this was where she first read *Dragons Love Tacos*).

## MacRae Dirkach is Red Dragon & Telenovela Character

MacRae has since enjoyed being a part of several plays, both on stage and behind the scenes. Her favorite mythical creatures are dragons, of course! But she wouldn't mind meeting a unicorn. If MacRae could have any superpower, she would love to fly. Her favorite food is pizza. She also enjoys tacos from time to time, and she thinks being in a show celebrating tacos is a wonderful treat! Special thanks to her cat, Cassanova, for enduring her long hours at rehearsal with feline grace.



## Jennifer Ameel is Blue Dragon

Jennifer loves both the color blue and dragons! As a dragon, she does love tacos, but as a human, chocolate chip cookies are her favorite. When not acting, Jennifer works in retail during the day and studies a Japanese martial art called Aikido at night. Jennifer also plays viola both for fun and on occasion professionally. Her first experience with FMCT was playing in the pit orchestra for *Little Women*. Jennifer also enjoys playing video games and drawing.

## Maria Sunderman is White Dragon and Moxy Clean Guy

Maria has had an absolute blast working on this production and unleashing her "inner dragon"! Although the Dragons love tacos, Maria's favorite food is bagels with cream cheese! I would like to thank our wonderful director Miranda for having me on her team and bringing this amazing story to life!



## Rachel Rebischke is Yellow Dragon

Rachel is thrilled to be performing in her 10th production at FMCT. Dragons became one of her favorite animals after she read the book *The Hobbit*. She loves acting, singing, reading, and baking yummy desserts. Chocolate chip cookies and milk are her favorite after-school snack. When she was a little girl, she tried to feed a cookie to Scotchie, her pet dog, but her mom convinced her it wasn't a good idea. Now that Rachel is grown-up, she teaches music in West Fargo and saves the sweets for her husband, Sean.



1

Stay in your seat during the entire show.



2

Focus all of your attention on the play to best enjoy the experience. Listen closely to all the dialogue and sound effects. Notice all the scenery, lights and costumes. These all help tell the story and create the world of the play.

# WHAT DOES IT MEAN TO BE A GOOD AUDIENCE MEMBER?

3

Don't talk to your neighbors during the play. Talking distracts the people around you who are trying to watch the show.



Even though you are watching *Dragons Love Tacos* on a screen in your classroom, remember to be a good audience member.

Here are some ways to practice being a good audience member!



4

Get involved in the story! Laugh when something is funny, cry if something is sad, gasp if it is surprising and clap after something happens that you enjoy. Just remember to be respectful to those around you.

# PRE VIEWING ACTIVITIES



How does the "setting" effect the story *Dragons Love Tacos*?

What do you know about dragons?

What are some things you remember about going to a theatre? If you have never been to a theatre, what are some things you think you would see? Draw a picture of a theatre.

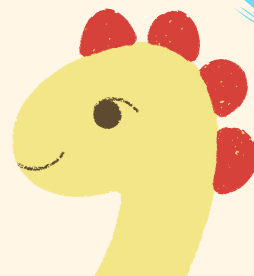
What is your favorite food?

What is the most important part of a story?

How do you know if a story is real or not?

Write/draw 3 of your favorite things from reading the book.

Are there any parts from the book you expect to be in the play?



# POST VIEWING ACTIVITIES

Think about the actors and the characters. Were there moments you forgot you were watching a play?

Can you think of 3 adjectives to describe the play *Dragons Love Tacos*?

How was watching this play on a screen different than watching a movie or TV show?

What did you enjoy about the set/location? Did the set help tell the story?

Are there actors who played more than 1 character? What are some ways you can be the same person and play different characters?

If you were an actor, what role/part would you want to play in *Dragons Love Tacos*? Why?

What did you enjoy about the costumes? Did the costumes help tell the story?

What did you learn while watching the show? What do you think is the lesson of the show?

Think back to when you read the book, now that you have watched the play, what was the same? What was different?



# Vocabulary

Here are some words mentioned during the show, definitions and parts of speech.  
As a challenge, see if the students can use these words in the following writing activities.



**Stupendous:**  
(adjective)  
extremely impressive.

**Titillating:**  
(adjective)  
pleasantly exciting.

**Commence:**  
(verb) to begin or start something.

**Exceptional:**  
(adjective)  
unusually good.

**Preposterous:**  
(adjective) contrary to reason or common sense; utterly absurd or ridiculous.

**Loathe:**  
(verb) to feel intense dislike or a disgust for.

**Stymied:**  
(verb) to prevent or hinder the progress of.

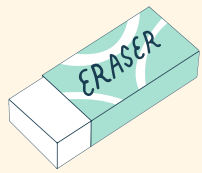
**Abhor:**  
(verb) to dislike something greatly.

**Hostility:**  
(noun)  
unfriendliness or opposition to something.

**Good Samaritan:**  
(noun) a charitable or helpful person.







# WRITING ACTIVITIES



**K-4**

If you were a dragon, what would you look like? Draw yourself as a dragon on a piece of paper. Write what your life is like as a dragon, give yourself a name.

**2-4**

Write your own story about a dragon. Make sure to include a beginning, a middle and an end in your story.

**2-4**

The Boy and LeRoy have a very special relationship. Write about a pet or an animal that you feel you have a special relationship with. Draw a picture with you and your special animal friend.

**2-4**

The person who brings the dragons to the home of Boy and LeRoy says "with a little drive and determination, amazing things can happen." Think of a time where you needed to dig deep and find some drive and determination to get something done. Was it easy? Was it hard? Write a little bit about that experience. What did you learn?

**K-4**

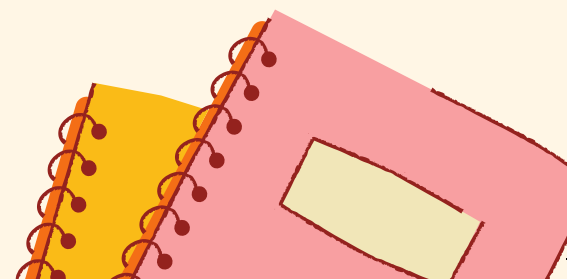
Dragons have the incredible ability to fly. If you could fly like a dragon anywhere in the world, where would you go? What things would you want to see?

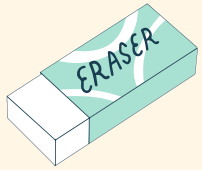
**K-4**

In the book and play, the Boy thinks he put mild salsa on the tacos, only to find out he had accidentally put spicy salsa on them! Can you remember a time when you thought you knew what something was, only to find out it was the complete opposite? Write a few sentences about that experience. If you want, share with a friend or the classroom.

**K-4**

In the play we learn dragons love tacos, but they don't like spicy salsa. Think about your favorite foods. Think about the foods you dislike. What do you like the most about it? Write down the first time you realized you ate something you never want to eat again. What do you dislike the most about it? When you are done, share your likes and dislikes with a partner. Maybe you have something in common!





# WRITING ACTIVITY: PEN PALS



Do you have a favorite character from the play? You can write the actor a letter! What can you include? If you are stuck on what you include in your letter here are some starters...

- Thank them for their performance.
- Congratulate them on a great show!
- Ask any questions you may have for them about the play or being an actor.
- Tell the actor why they were your favorite character.
- Tell the actor your favorite part of theatre.
- Invite them to your class' taco party!



**MAILING ADDRESS:**  
**FMCT STAFF**  
**PO BOX 1349**  
**FARGO, ND 58107**



# FOLLOW ALONG ACTIVITY: TACO COLORING SHEET

When the TV  
turns on, color  
taco shell  
YELLOW

When you see a  
really big taco,  
color T in RED

When you see a  
cheese hat,  
color A in YELLOW

When you hear a  
phone ringing,  
color C in BLUE



When the  
dragons dance,  
color O and ! in  
GREEN

When you see a  
jar of salsa, color  
meat in BROWN

When you hear a  
doorbell ring,  
color cheese in  
YELLOW

When mom  
comes home,  
color lettuce in  
LIGHT GREEN



# Critical Thinking

## Activity: Cause & Effect

In a cause and effect relationship, one event leads another to happen. The cause is why it happened, and the effect is what happened.

On one side of this page is the "cause" column. The other side is the "effect" column.

Using these events from *Dragons Love Tacos*, draw a line to match the acceptable cause on the left to its effect on the right.

### **CAUSE**

Boy wants to party with the dragons at his home.

Boy doesn't read the fine print on the salsa label.

Dragons eat the tacos with spicy salsa.

Boy's house is demolished.

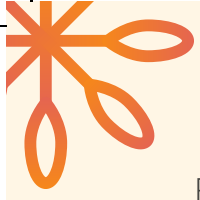
### **EFFECT**

Dragons help rebuild the boys home.

Dragons burn down the boys home.

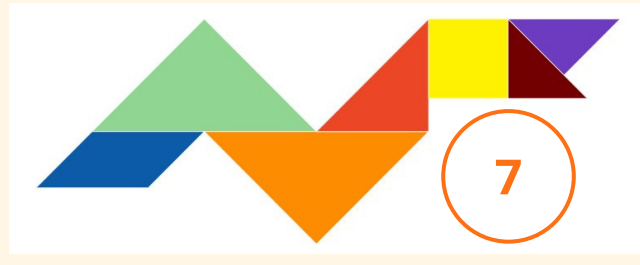
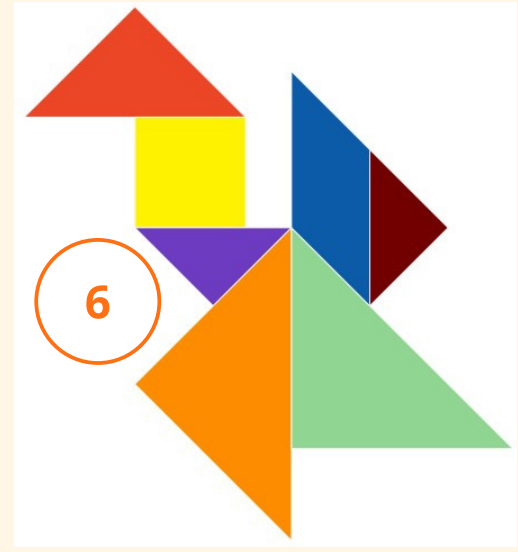
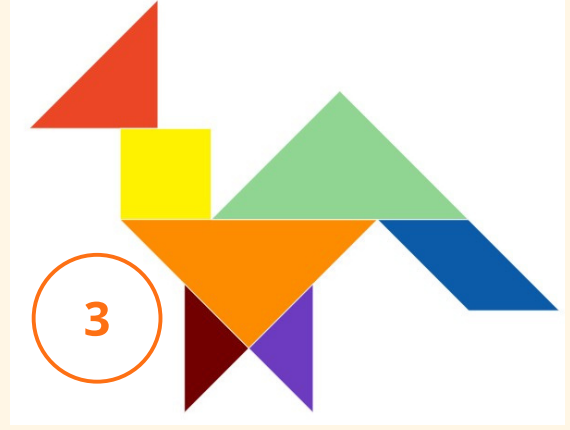
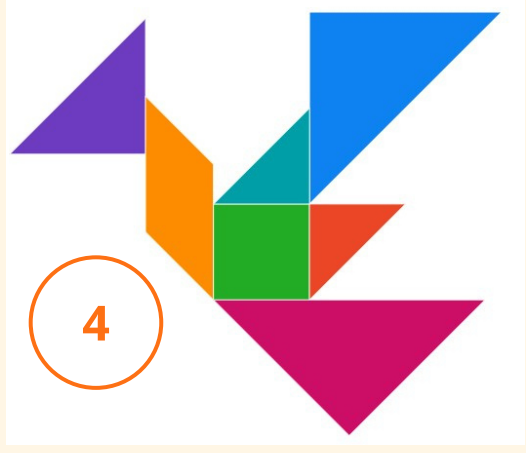
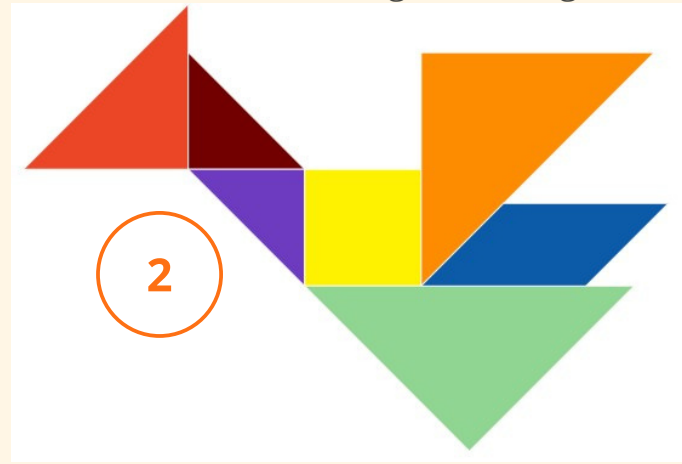
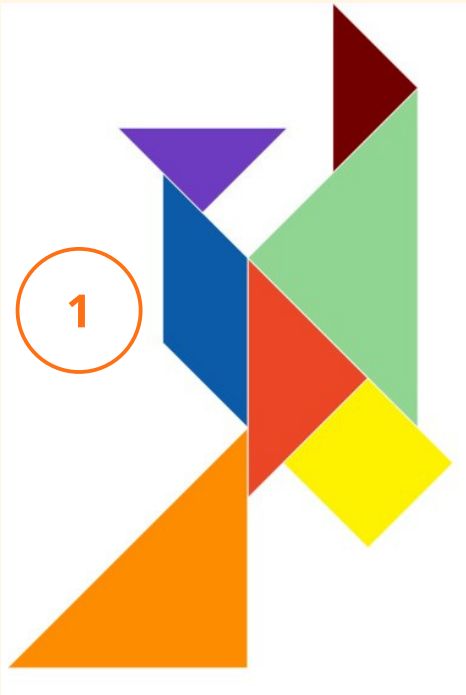
Boy serves the dragons tacos.

Boy accidentally puts spicy salsa on the tacos.



# ACTIVITY: TANGRAMS

Below are 6 dragon designs. Once the 6 have been completed, see if the students can create their own dragon designs!



# ACTIVITY: TACO POLL

When having a party it is very important to have something for everyone to enjoy. You can use this "taco poll" to find out what your classmates' favorite and least favorite taco ingredients. After, use the information to fill out the questions below. When everyone is done the class can compare notes and figure out what the class thinks we should have for the taco party.

Extension activity: Have the students find others with the same likes and dislikes. Call out an ingredient and have the students move around saying if they like that or dislike that ingredient.

	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										

Which topping is the most favorite?

Which topping is the least favorite?

There are more people who like \_\_\_\_\_ than \_\_\_\_\_ .

How many people like the same topping as you do?

# ACTIVITY: CHARADES

Dragons love to play charades and so can you!  
This can be a fun party game for your dragon party or a fun theatre activity to practice verbal and non-verbal communication.

Feel free to add your own dragon and taco themed charade words too!

**BREATHING FIRE**

**EATING TACOS**

**BUILDING A HOUSE**

**PAINTING A PICTURE**

**WALKING THE DOG**

**FLYING**

**DRAGON**

**HOT SALSA**

**PARTY**

**WINGS**

**FIRE**

**CHOPPING VEGATABLES**

# ACTIVITY: MAD LIBS

How to: Using the attached mad libs story designate one person to ask for words from different parts of speech to fill in the blanks. This can be done in small groups or as a whole class. Tip: don't read the story first. Fill in all the blanks and then read the story. It's a lot more fun that way!

Remember:

noun: a person, place, or thing (the President, living room, cup)

adjective: a word that describes a noun (smelly, green, alive)

verb: a word that shows an action (run, jump, play)

adverb: a word that describes how you do an action (quickly, gracefully, badly)

exclamation: a short word or phrase that expresses emotion (Hey! Oh! OMG?!?)

Once upon a time there was a famous \_\_\_\_\_ dragon named \_\_\_\_\_. This dragon had  
lived in the \_\_\_\_\_ forest for \_\_\_\_\_ millennium. Why was this dragon so famous, you ask?  
\_\_\_\_\_ was no ordinary dragon! This dragon had 16 \_\_\_\_\_ on each limb, they were covered  
in big \_\_\_\_\_ spots, and you could \_\_\_\_\_ this dragon from \_\_\_\_\_ miles away! This  
dragons' looks aren't the only famous thing. \_\_\_\_\_ had magic! This dragon would \_\_\_\_\_  
perform magic for anyone who said \_\_\_\_\_ times in a row. This dragon fire would turn  
\_\_\_\_\_ whenever they used magic! This dragon also had magical \_\_\_\_\_ that would give the  
eater \_\_\_\_\_! Getting this treat was quite hard! \_\_\_\_\_ didn't give it to just anyone. To get  
this special dessert you had to follow these 4 steps:

First you must \_\_\_\_\_ for 15 seconds.  
adverb verb

Second you must find \_\_\_\_\_ berries to offer \_\_\_\_\_.  
adjective previous name

Third, you have to \_\_\_\_\_ sing their favorite song, \_\_\_\_\_.  
adverb song title/nursery rhyme

Finally, in your \_\_\_\_\_ voice you have to say "Oh, \_\_\_\_\_! Please give me  
\_\_\_\_\_ superpowers!"  
adjective adjective adjective

After watching you perform these 4 tasks, \_\_\_\_\_ will gladly give you this world-famous dessert!  
previous name



# ACTIVITY: WORD SCRAMBLE

These taco ingredients  
have been mixed up!  
Unscramble the letters to  
make a tasty taco.



T S R I L T O T L A	O O I N S N
T L L U E E C T	P J A E L A O N
N S E A B	S R D D E H E D E S E E C H
K H I C C E N	R S O U M C R A E
F B E E	L A A S S
G E E A T V B L E S	M T O O T A E S

WHEN THE WORDS HAVE BEEN UNSCRAMBLED, THE NEXT STEP IS TO  
USE THOSE WORDS TO FILL IN THE BLANKS BELOW.

There are many different types of \_\_\_\_\_. They can be soft  
or crunchy. They can be flour or corn based.

The name \_\_\_\_\_ is Spanish for "from Xalapa" (also spelled  
Jalapa), the capital city of Veracruz, Mexico, where they were  
traditionally cultivated.

Most \_\_\_\_\_ and \_\_\_\_\_ are made from milk from  
cows.

\_\_\_\_\_ is a sauce usually made from \_\_\_\_\_, garlic, cilantro,  
and \_\_\_\_\_.

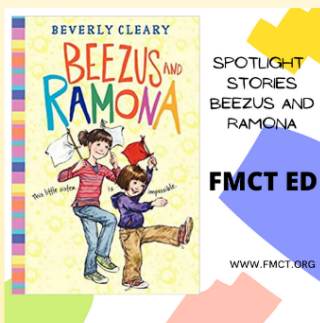
Romaine, butter and iceberg are all types of \_\_\_\_\_.

In addition to being high in fiber, \_\_\_\_\_ are a great source of  
iron and potassium.

Tacos can be filled with many different ingredients  
such as \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

# Summer

## Theatre Day Camps



**RAMONA & BEEZUS (GRADES K-2)**  
June 7-11, 9am-4pm

Drama develops your student's creative thinking, cooperation, and literacy skills. The "Ramona and Beezus" stories serve as the foundation for dramatic adventures and creative story building. Students will build interpersonal skills and create their own tales from the world of Ramona & Beezus. These classes are a perfect entry point for a student who is ready to play, laugh, learn and explore through drama. An informal showcase for family and friends will be held on the last day of class.



**DISNEY HEROES & VILLAINS (GRADES K-2 & 3-6)**  
June 28 - July 2, 9am-4pm

Drama develops your student's creative thinking, cooperation, and literacy skills. The Disney Heroes & Villains serve as the foundation for dramatic adventures and creative story building. Students will build interpersonal skills, develop characters, learn choreography, and singing basics for musical theatre. An informal showcase for family and friends will be held on the last day of class.



**PUPPET MAKING (GRADES 3-6)**  
August 9-13, 9am-4pm

FMCT Puppetry Camp is an immersive week-long adventure that will allow students the opportunity to explore several puppet-building techniques and write and perform their own puppet shows. Tuition includes instruction and all materials/supplies. An informal showcase for family and friends will be held on the last day of class.



**HAMILTON (GRADES 3-6)**  
June 21-25, 9am-4pm

We're bringing this popular musical theatre Hamilton camp back again this summer! Students will explore this revolutionary musical by singing and dancing to the score by Lin-Manuel Miranda, while learning how this musical changed theatre forever. An informal showcase for family and friends will be held on the last day of class.

Enrollment level is the grade most recently completed.

Visit [fmct.org](http://fmct.org) for more information



# Summer

## Production Camps



**ALL  
SHOOK  
UP**  
younger@part®

### ALL SHOOK UP (GRADES K-2)

Enrollment level is the grade most recently completed.

Rehearsal Dates: July 26 - August 6, 9am - 4pm  
Performance Date: Saturday, August 7

Students in grades K-2 are invited to join FMCT for our July summer camp productions of All Shook Up (Younger@Part), inspired by and featuring the songs of Elvis Presley. It's 1955, and into a square little town in a square little state rides a guitar-playing young man who changes everything and everyone he meets. This nostalgic musical will have you jumpin' out of your seat with such classics as "Jailhouse Rock" and "Blue Suede Shoes." Students will be assigned roles the first week of class; there will be no auditions.

**ALL  
SHOOK  
UP**  
younger@part®

### ALL SHOOK UP (GRADES 3-5)

Enrollment level is the grade most recently completed.

Rehearsal Dates: July 6 - August 6, 9am - 4pm  
Performance Dates: August 6-8

Students in grades 3-5 are invited to join FMCT for our July summer camp productions of All Shook Up (Younger@Part), inspired by and featuring the songs of Elvis Presley. It's 1955, and into a square little town in a square little state rides a guitar-playing young man who changes everything and everyone he meets. This nostalgic musical will have you jumpin' out of your seat with such classics as "Jailhouse Rock" and "Blue Suede Shoes." Students will be assigned roles the first week of class; there will be no auditions.

Visit [fmct.org](http://fmct.org) for more information