

NASHVILLE CHILDREN'S THEATRE

DRAGONS LOVE TACOS

APRIL 12-MAY 13, 2018

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By Ernie Nolan
Based on the book by Adam Rubin
and illustrations by Daniel Salmieri

LOOK FOR THESE!

Subject area icons show what curricular topics each activity addresses.



Science



School
Counseling
& Career
Guidance



Theatre



Music



Math



Visual Art



Dance



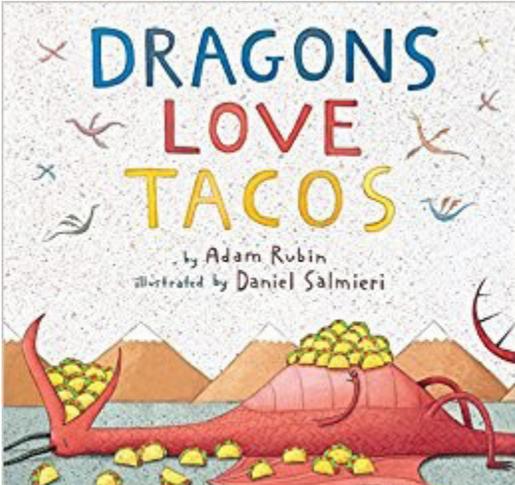
English
Lang Arts



Health

Tennessee State Standards for all activities are on page 12.

DRAGONS LOVE TACOS: LET'S TACO 'BOUT IT



BRIEF SYNOPSIS

Dragons love tacos. They love chicken tacos, beef tacos, great big tacos, and teeny tiny tacos. So if you want a bunch of dragons at your party, you should definitely serve tacos. Buckets and buckets of tacos. But save the spicy salsa. When dragons eat spicy salsa... oh boy. You'll discover the results can be explosive.

Adapted from the *New York Times* best seller, NCT's *Dragons Love Tacos* is a deliciously funny tale of new friends and the perfect snack, and full of fiery fun.

CURRICULUM CONNECTION: PRE-SHOW DISCUSSION



Read the book *Dragons Love Tacos* by Adam Rubin and illustrations by Daniel Salmieri before seeing the show and discuss the following questions:

- Why do you think the show's creators would want to take the book *Dragons Love Tacos* and turn it into a play?
- How do you think the dragons will be represented on stage?
- What parts of the story are you looking forward to seeing performed on stage?

ACTIVITY: POST-SHOW REFLECTION



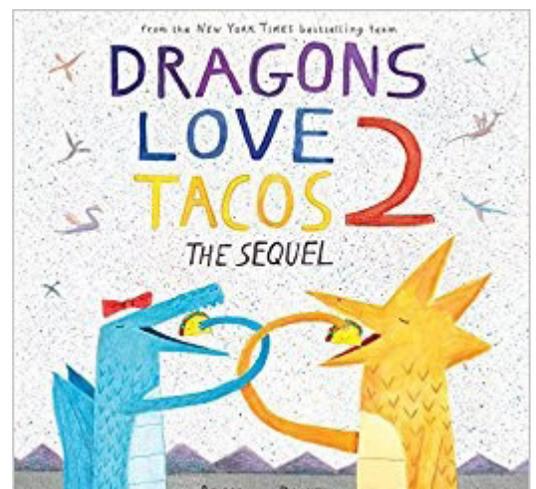
Use the worksheet on page 7 and have students draw or write about their favorite part from the play.

ARTS ACTIVITY: THE SEQUEL



After their success with *Dragons Love Tacos*, author Adam Rubin and illustrator Daniel Salmieri decided to create a follow-up entitled *Dragons Love Tacos 2: The Sequel*.

Read this story after the performance and discuss what it might be like to adapt this story for the stage. What might be different? How would you do it? Using the worksheet on page 8, have your students draw the characters and set on the empty stage.



DRAGONS DIG DEEPER: LESSONS LEARNED

“Always believe that with a little drive and determination, amazing things can happen.”

CURRICULUM CONNECTION: DISCUSSION



Discuss the following questions with your class.



- What is determination?
- Why do you think the Man in Suit said this? What did he mean?
- Describe a time when you felt like giving up, but kept going.
- What advice would you give someone who is giving up?

ARTS ACTIVITY: DETERMINATION BOOKMARKS



Provide students with the bookmark template on page 9. Guide them to decorate their bookmark for a helpful reminder to stick with it!

ARTS ACTIVITY: WHAT IF THEY HAD QUIT?



(ICONS: ELA, ART, SCHOOL COUNSELING?) Talk about examples of historical figures or infamous people. What if they had quit? Examples...



- **Michael Jordan** didn't even make the basketball team in high school.
- **J.K. Rowling** was poor and her manuscript of Harry Potter was rejected by multiple publishing companies.



- **Walt Disney** was fired and bankrupt before being successful.
- **Thomas Edison** was previously fired and it took him thousands of attempts to get the light bulb invention right.

Have your students pick one of the people above or another person of their choosing. Draw the person and write a sentence or two about why they are happy that person did not quit.

“What’s the worst thing that could happen? You learn something new?”

CURRICULUM CONNECTION: DISCUSSION



Talk about the following questions with your class.



- Have you ever tried something new? What happened?
- Why do you think the Man in Suit said this?
- What advice would you give the Boy?
- What does it feel like to learn new things? Exciting? Scary? Frustrating?

ACTIVITY: NEVER HAVE I EVER



Have students sit in a circle. Provide each student the opportunity to finish this sentence: “Never have I ever learned to...” Ask students to finish the sentence with something they want to learn. Give other students the opportunity to respond if they



have learned to do it and what it was like to learn. (Maybe the students can even help teach each other!)

CURRICULUM CONNECTION: LET’S TRY SOMETHING NEW



As a class, come up with a list or identify one thing everyone in the class hasn't done, and together, do it. (For example: If no one in the class has ever learned sign language, as a class, learn a couple of phrases together.) After the exercise, have your students complete the worksheet on page 10.



JUGGLING WITH JACOB WEISS

JUGGLING FOR SEL!

A Powerful & Fun Approach to **Social and Emotional Learning** Through Juggling!



SELF-AWARENESS

Learning to juggle helps each student recognize their inherent potential to "do the impossible." Using our Path to Success Framework, students build self-confidence and learn not to give up, in both juggling and in life, after first "dropped ball".

SELF-MANAGEMENT

Students learn that juggling requires patience and focus, even more than skills of hand-eye coordination! The moments of frustration and success along the way empower students, as they develop stress-management skills, self-discipline, and experience Productive Struggle.



RELATIONSHIP SKILLS

Juggling is both a solo and a social activity! Students learn teamwork and active listening skills by sharing the juggling pattern side-by-side, creating routines as a group, and offering constructive feedback with their peers.



SOCIAL AWARENESS

We encourage students to use their talents, hobbies, and passions to give back to their communities. Students "pay it forward" by teaching juggling to a friend, family member, neighbor, or at a local non-profit.



DECISION-MAKING

Students learn responsible decision-making and problem solving as they analyze and self-correct throws and catches, pausing at each step to reflect on their process and progress.



Discover more at www.DoGoodAndJuggle.com/sel

ACTIVITY: SIMON SAYS, "JUGGLE!"

In the play, the Boy and the Dog both juggle. Bring beginning juggling techniques into your classroom by giving Simon Says a juggling twist.

Have each student hold a juggling ball or beanbag. Then, play the traditional Simon Says game, with directions like:

- Hold the ball on your head
- Pass the ball through your legs
- Drop the ball... pick it up.
- Hand the ball from left to right

Depending on the age of your students, you can also begin to incorporate directions like "throw the ball up in the air and catch it."

EXTENSION: JUGGLING RELAY

Create a relay race for your students with juggling skills. Divide students into teams, and have each team stand in a single file line. Challenge teams with the directions like "Walk with a beanbag balanced on the back of each hand" or "Toss a beanbag from right to left while walking."

You can add small cones for students to weave in and out of, or jump and step over, to raise the level of difficulty.

DRAGONS
LOVE
TACOS



Nashville Children's Theatre
March, 2018

PLAYING WITH DRAGONS

All dragons are different. Some have wings, others have large paws, some have tails, and many have different colors. In this section, you will explore these exciting mythical creatures.

ARTS ACTIVITY: CREATE YOUR OWN DRAGON



Provide your students the opportunity to create their very own dragons. Have your students draw what their dragons look like and write 1-3 facts about their dragons. What makes his/her dragon unique? When complete, have each student present his/her dragon to the class. Hang up their dragons next to each other. Discuss with your students the differences amongst their dragons. Even though they all have different characteristics, they are all dragons with awesome, special traits...Just like humans! We are all unique and special in our own way.

TAKE IT FURTHER



Have your students transform into the dragons they created! First ask them to walk through the classroom normally. Then have them become the dragon they created. How does the dragon move? Does your dragon make a noise? What does it sound like? What does a still statue of your dragon look like? What is your dragon like amongst other dragons? Explore emotions. What does your dragon look like when it is angry? Is it ever scared?

ARTS ACTIVITY: WATCH OUT! DRAGONS BREATHING FIRE



Materials Needed:

- Paper cups
- Pom-pom balls
- Googly eyes
- Crepe paper
- Construction paper
- Stickers
- Glue
- Tape
- Pen
- Scissors

Instructions:

1. Poke a hole in the bottom of the paper cup. (This is for the student to blow air through.)
2. Cut crepe paper into 5-10" strips. Tape the strips all around to the inside lip of the cup.
3. Glue two pom-pom balls to the cup where you would like the dragon's eyes.
4. Glue googly eyes to the pom-pom balls.
5. Create spikes for the dragon by cutting triangles out of construction paper and gluing them to the top of the cup in between the eyes.
6. Use other decorating items as desired. (Examples: stickers, markers, glitter, etc.)



TAKE IT FURTHER



You can also create a "Dragon Talk Show," and have the class interview several dragons at once, with each group of dragons answering a different question or two.

PLAYING WITH DRAGONS continued

TAKE IT FURTHER

Find a wall outside in which you can make marks on. (Example: A brick wall with a piece of chalk to write with would be great.) Experiment with a cold bottle of soda, room-temperature bottle, and warm bottle and place the bottles along the wall. (Caution: Do not heat the warm bottle. Instead, place it in the sun for a little bit.) Measure the height of how far each geyser goes and place a mark on the wall. Do this for all three bottles. Which bottle had the highest launch? The warm bottle most likely produced the greatest height because it tends to fizz more. When liquid is warmer, less gas can be dissolved in the liquid.

CURRICULUM CONNECTION: FIRE-BREATHING DRAGON EXPERIMENT



Materials Needed:

- Unopened bottles of 2-liter Diet Cola (with wrapping removed)
- 1 roll of Mentos per 2 bottles
- Paper
- Tape
- Colorful paper and materials to decorate bottles as dragons! (optional)

Use caution when doing this experiment.

Instructions:

- (Optional) Provide students the opportunity to decorate the bottles of soda like dragons. They can wrap the bottles in paper and give it wings, eyes, teeth, etc.
- Create tubes for the Mentos by rolling a piece of paper and taping the sides. Create one roll for each bottle. Place approximately 7 Mentos in each roll.
- Take the students outside with the bottles of soda. Place them on the ground and make sure there is plenty of space so that the students don't get wet!
- Have yourself or another adult place the Mentos in the bottles and watch what happens!
- Have a discussion with your students: Why do you think we created a geyser when we put the Mentos in? Explain that soda has invisible carbon dioxide in it, which makes the soda bubbly. When an object is dropped into soda, the bubbles of carbon dioxide cling to the surface of the object. This bubbling process is called "nucleation." Mentos work well with this experiment because there are tiny pits on the surfaces of the mints, which are great for many bubbles to form on. The Mentos, thanks to their weight, sink to the bottom and the bubbles quickly rise – thus pushing the liquid up and out of the bottle.

ARTS ACTIVITY: DANCING DRAGONS



In the performance, NCT uses dancers from the Nashville Ballet to represent the dragons. Explore dance and creative movement with your students. Play fun salsa music and have the students dance. When you pause the song, say FREEZE! All students must freeze in a silly dragon position. Then click play. Repeat. (Option: Add colorful scarves to the movement. Ask your students to share what it was like dancing with the scarves and how it affected their movement.)

ALTERNATE

Have students form a big circle. Demonstrate by asking the students to mimic your movement. (In order for this exercise to be successful, it is important for the leader to move slowly.) Next, send a volunteer to the corner of the room to close his or her eyes. Silently select a movement leader. Have the group mimic the moves of the leader but carefully so that the volunteer doesn't know who that leader is. The outside volunteer must guess who the secret movement leader is. Repeat.

TACOS, TACOS, TACOS! NEED WE SAY MORE?

ARTS ACTIVITY: PARTY TIME!



Have any of your students ever planned or hosted a party? How about a taco party? As a class, plan your own “imaginary” taco party. Brainstorm with the class all of the things you will need for the taco party. Act out and pantomime what is needed for the party. (Examples include making decorations and hanging them up; writing invitations and placing them in the mail; coming up with the menu and cooking for the party; selecting music and etc.) It is now party time! Improvise an imaginary party based on your party preparations. After the creative drama exercise, discuss with your class their favorite parts of planning, creating, and attending the party.

CURRICULUM CONNECTION: HOW TO MAKE A TACO



Every taco party must have tacos! Help your students follow directions and work on math skills with the following “recipe.”

Materials Needed:

- Paper plates
- Brown markers
- Yellow markers
- Glue or glue sticks
- Small green slips of construction paper (lettuce)
- Small orange slips of construction paper (cheese)
- Small red squares of construction paper (tomatoes)
- Small black circles of construction paper (olives)
- Brown rectangles of construction paper (meat)



Instructions:

1. Place plenty of the construction paper cutouts on each desk/area.
2. Distribute a paper plate to each student. Have them color both sides of the plate yellow and make brown dots to represent a corn tortilla.
3. Read aloud the instructions for making the taco and have them follow the steps carefully.
4. Tell them to place the following on their tacos in this order:
 - 5 servings of meat
 - 10 pieces of lettuce
 - 9 tomatoes
 - 6 olives
 - 11 pieces of cheese
5. Finally have them fold their plate to finish their yummy taco!

CURRICULUM CONNECTION: ¡AMO LOS TACOS!

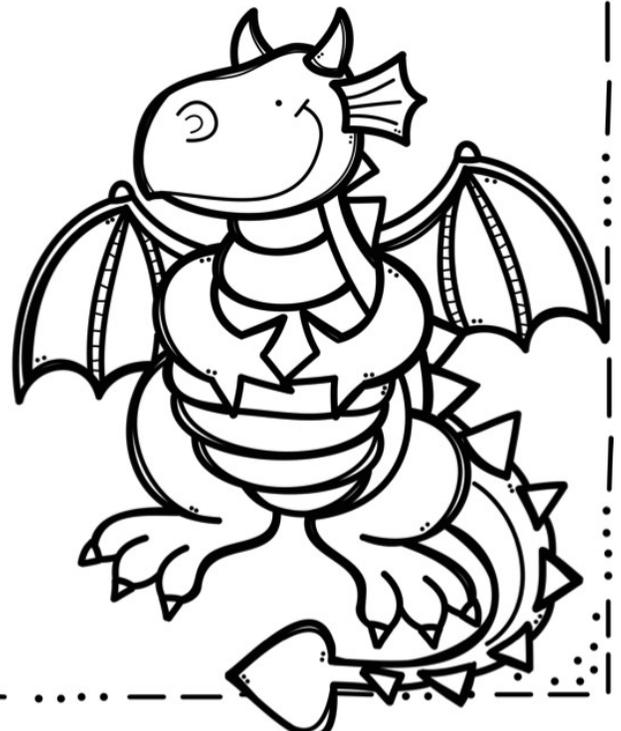


A taco is a yummy culinary dish that originated in Mexico. The primary language of Mexico is Spanish (Español). Using the worksheet on page 11, help students learn a little Spanish by matching the Spanish word to the correct picture.

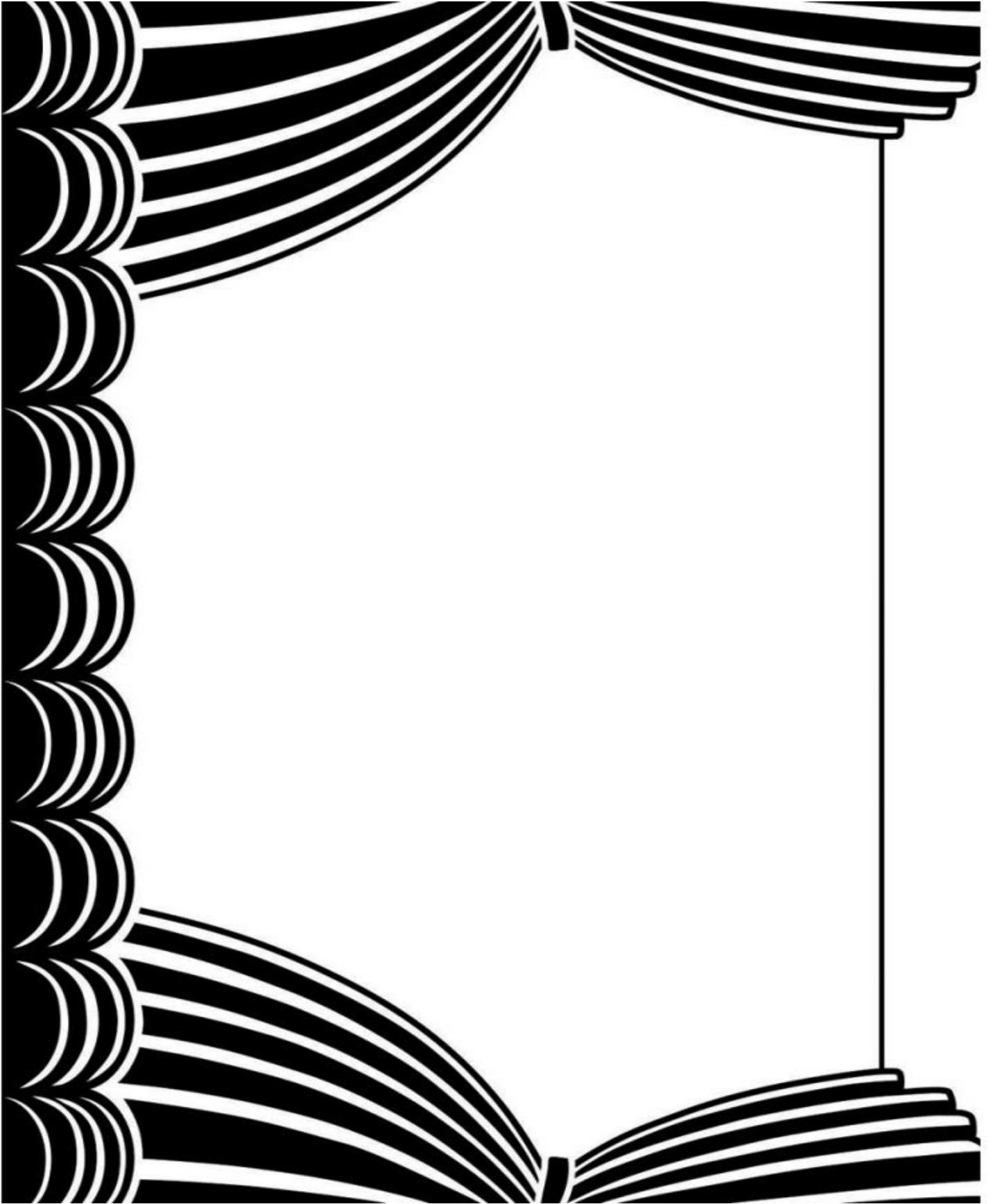
LET'S TACO

about it

Directions: Draw and write about
your favorite part

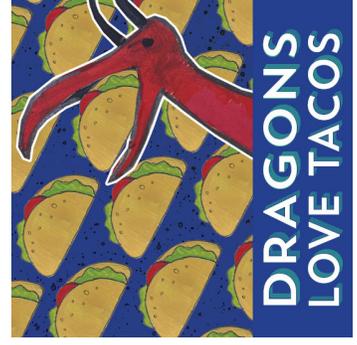


© *Speech Is Sweet*

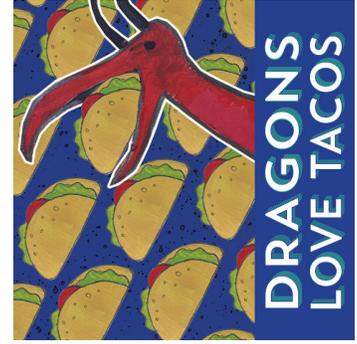




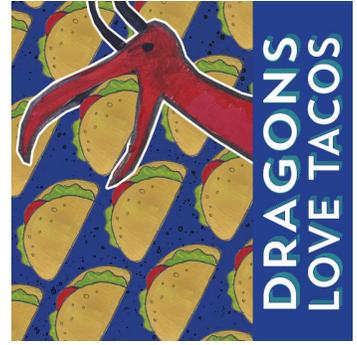
“Always believe that with a little drive and determination, amazing things can happen.”



“Always believe that with a little drive and determination, amazing things can happen.”



“Always believe that with a little drive and determination, amazing things can happen.”



Name _____ Date _____

LET'S TRY SOMETHING NEW TOGETHER

Before I tried _____

I thought _____

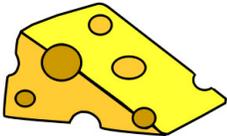
While I was giving it a try, I felt _____

After I tried it, I discovered _____

¡AMO LOS TACOS!

Draw a line between the picture and the correct Spanish word. Look at the word box below for help.

Chicken = pollo (po-yo)	Cheese = queso (kay-so)
Tomato = tomate (to-ma-te)	Sauce = salsa (sal-sa)
Lettuce = lechuga (le-chu-ga)	Sour cream = crea agria (cre-ah agri-a)

PICTURE	WORD
	crea agria
	pollo
	salsa
	queso
	lechuga
	tomate

TENNESSEE STATE EDUCATIONAL STANDARDS

PAGE 1: DRAGONS LOVE TACOS: LET'S TACO 'BOUT IT

CURRICULUM CONNECTION: PRE-SHOW DISCUSSION

ELA - SL.CC.1

EARLY LEARNING*: PK.SL.CC.1

ACTIVITY: POST-SHOW REFLECTION

ELA (if writing) - W.PDW.4

ART (if drawing) - 1.1, 1.2

THEATRE - 5.1

EARLY LEARNING*: PK.W.TTP.1, PK.CA.9

ARTS ACTIVITY: THE SEQUEL

ELA - SL.CC.1

ART - 1.1, 1.2

EARLY LEARNING*: PK.SL.CC.1, PK.W.TTP.1

PAGE 2: DRAGONS DIG DEEPER: LESSONS LEARNED

CURRICULUM CONNECTION: DISCUSSION

ELA - SL.CC.1, SL.PKI.4

EARLY LEARNING*: PK.SL.CC.1, PK.SL.CC.2

ARTS ACTIVITY: DETERMINATION BOOKMARKS

ART - 1.1, 1.2

ARTS ACTIVITY: WHAT IF THEY HAD QUIT?

ELA - SL.CC.1, W.PDW.4

ART - 1.1, 1.2

EARLY LEARNING*: PK.SL.CC.1, PK.W.TTP.1

CURRICULUM CONNECTION: DISCUSSION

ELA - SL.CC.1

SCHOOL COUNSELING - 7.2

EARLY LEARNING*: PK.SL.CC.1, PK.SL.CC.2

ACTIVITY: NEVER HAVE I EVER

ELA - SL.CC.1

SCHOOL COUNSELING - 7.7

EARLY LEARNING*: PK.SL.CC.1

CURRICULUM CONNECTION: LET'S TRY SOMETHING NEW

ELA - SL.CC.1, W.PDW.4

EARLY LEARNING*: PK.AL.CB.14

PAGES 4-5: PLAYING WITH DRAGONS

ARTS ACTIVITY: CREATE YOUR OWN DRAGON

ART - 1.1, 1.2

ELA - SL.CC.1, W.PDW.4

EARLY LEARNING*: PK.SL.CC.1, PK.CA.3

TAKE IT FURTHER

THEATRE - 2.2, 2.3, 2.4, 2.5

EARLY LEARNING*: PK.CA.8, PK.SL.CC.1

ARTS ACTIVITY: WATCH OUT! DRAGONS BREATHING FIRE

ART - 1.1, 1.2, 1.3

EARLY LEARNING*: PK.CA.2

CURRICULUM CONNECTION: FIRE-BREATHING DRAGON EXPERIMENT

SCIENCE - GLE 07.Inq.1, GLE 07.Inq.2, GLE 07.Inq.3

EARLY LEARNING*: PK.ETS1.01

ARTS ACTIVITY: DANCING DRAGONS

DANCE - 1.3, 2.3

THEATRE - 2.4

EARLY LEARNING*: PK.CA.7

PAGE 6: TACOS, TACOS, TACOS! NEED WE SAY MORE?

ARTS ACTIVITY: PARTY TIME!

THEATRE - 2.3, 2.4

EARLY LEARNING* PK.CA.8

CURRICULUM CONNECTION: HOW TO MAKE A TACO

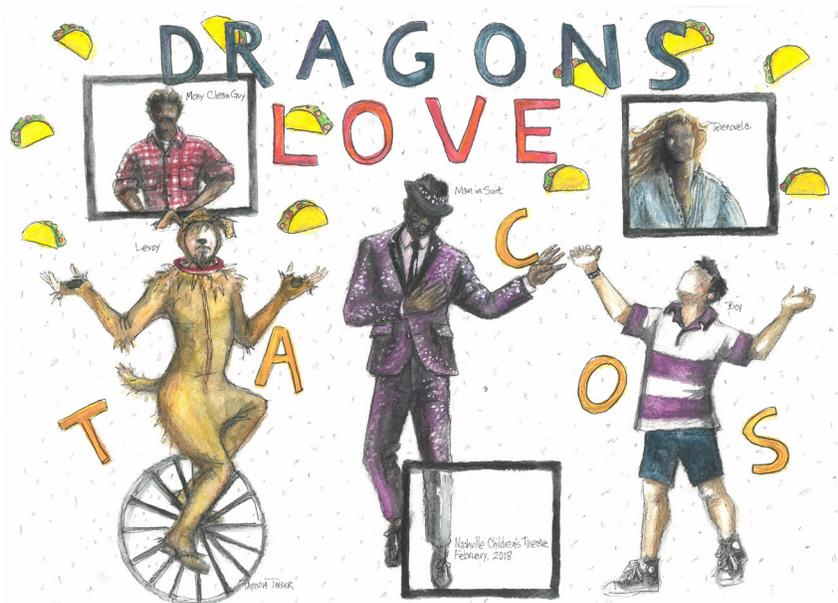
MATH - (Grade K) K.CC.B.5, K.MD.C.4

EARLY LEARNING*: PK.CC.B.5, PK.MD.C.4

CURRICULUM CONNECTION: ¡AMO LOS TACOS!

EARLY LEARNING*: PK.02 (Discussion only)

*Early Learning Standards from the "Tennessee Early Learning Developmental Standards for Four-Year-Olds" (2018).



About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

INFO FOR TEACHERS

FREE EDUCATOR PREVIEW OF DRAGONS LOVE TACOS

Thursday, April 12, 2018
Reception/Workshop: 5 pm
Performance: 6:30 pm

Enjoy wine and cheese as juggling artist Jacob Weiss leads the workshop. To reserve your spot visit NashvilleCT.org and click on "Book a Field Trip." Then select "RSVP for Educator Previews" at the top of the page. (This event qualifies as PD.)

On the day of your field trip:

- If you are attending a 10 am show please arrive at 9:30 am.
- If you are attending an 11:45 am show please arrive at 11:15 am.
- An NCT employee will come to your bus before your students disembark.
- Please check in at the box office while your students are led to their seats.
- **If you are going to be late please call: 615-254-9103**

DRAGONS LOVE TACOS



LEARN TO JUGGLE WITH PRODUCTIVE STRUGGLE!

**Three Ways Learning to
Juggle Can Improve Your
Ability to Teach Productive
Struggle in Your Classroom**

1) Learn to Juggle!

Better empathize with the productive struggle process, to relate to your students, and come up with ideas for how to explain and teach productive struggle, and frame class assignments

2) Share with Your Students

Use your experience in learning to juggle as an example to share with your students an example of how you still use skills of productive struggle as an adult.

Have juggling balls at your desk and practice as students enter your classroom. They can see your progress over the year!

3) Learn with your Students

Learn to juggle along with your students as a class activity (without learning on your own first).

Your students will see you practicing productive struggle in a genuine way, as they share the experience side-by-side with you.

Bonus: Brain Breaks!

Juggling is a great ongoing "brain break" from working on the class assignments and problems, while continuing to keep neurons firing and practicing a parallel productive struggle.

Stepping away from the problem with a few minutes of juggling can help students relax and step away, letting their brain work on the problem in the background.

Have Fun!

"Laughter is the shortest distance between two people"
-Victor Borge

DoGoodandJuggle.com/sel

2018-19 Nashville Children's Theatre



TWINKLE, TWINKLE, LITTLE STAR



TUCK EVERLASTING



Disney's THE LITTLE MERMAID



GHOST



THE VERY HUNGRY CATERPILLAR SHOW



TOMÁS AND THE LIBRARY LADY

Field trip reservations begin on April 12, 2018.
Submit your date requests at NashvilleCT.org.



NCT is proud to acknowledge the government agencies, foundations and business partners that provide leadership support:
Metro Nashville Arts Commission, Tennessee Arts Commission,
The Memorial Foundation, The Shubert Foundation

