



**ORLANDO
FAMILY
STAGE**

IN PARTNERSHIP WITH UCF

Cue to Cue

RESOURCE GUIDE

for Educators and Audience Members



DRAGONS LOVE TACOS THE MUSICAL

February 3 - March 9

Adapted from the best-selling book
Dragons Love Tacos
by Adam Rubin
and illustrated by Daniel Salmieri.

MUSIC AND LYRICS BY **Sharon Kenny**

SCRIPT BY **Cristina Pippa**

Welcome to Cue to Cue, an educational resource guide created to help teachers, parents/guardians, and young audience members enhance the experience of watching *Dragons Love Tacos: The Musical*.

In this guide, you will find >>

Synopsis

Pre-Show Discussion Questions

Post-Show Discussion Questions

Florida State Standards

PRESENTED BY


Advent Health
for Children

Big Themes

- Friendship
- Like and Dislikes
- Forgiveness

Short Show Description

Robbie loves dragons! So much so that he wants to throw a taco party to meet them. While getting tacos from the taco truck, Robbie meets Orla, a salsa maker who loves all things spicy. Robbie discovers that the dragons do not like salsa because it gives them tummy troubles. At the party, Orla still brings salsa but tells the dragons it is mild. However, it is not mild enough and the dragons cannot help but breathe fire everywhere! Robbie's dog, Kodi, saves the day, Orla apologizes and everyone becomes friends.

Full Synopsis

Do Dragons Love Tacos?

Robbie loves playing pretend with his dog Kodi, especially about dragons. ("Hark! Hark!") He thinks dragons are the best! ("Dragons Are Awesome And Here's Why") Robbie even wishes that Kodi was a dragon. Kodi feels a little sad and hopes Robbie will see that he is a loyal friend, and just as good as a dragon. ("D-O-G") Robbie's sister Sammie tells him that dragons love tacos, so Robbie consults his dragon research to see if this is true. Professor Puff magically appears out of a dragon research book and confirms that dragons do, in fact, love tacos. ("Dragons Love...") Robbie decides that if he wants to become friends with the dragons, he must get some tacos.

The Food Truck

Robbie walks to Taco Cave, a taco truck where Sammie works. While watching the dragons pick up their tacos, he meets Orla, an artisanal salsa maker from Ireland who is there to sell her salsa. ("Leave it To Orla") Robbie decides to bring the dragons, Bell, Shishito, and Florina some salsa to fuel their fire.

Beware of Salsa

Excited by the prospect of bringing a tasty gift to add to the dragons' tacos, Robbie takes a jar of salsa to the Dragon's Den. When he approaches, he discovers that spice is a dragon's worst nightmare! Spice gives dragons terrible tummy troubles and they begin to fret about the possibility of coming into contact with spice again. ("Tummy Troubles")

The Invitation

Hearing this, Robbie and Kodi run back to the taco truck and turn to Professor Puff's book on Dragonology. When Professor Puff appears again, he tells them that there is one thing that dragons love as much as tacos, and that is a taco party! ("Dragon's Love... Reprise") Robbie begins to craft an invitation to a party at his house later that day and drops it off outside the Dragons' Den where they excitedly open it. ("Tacos Out the Wazoo") Orla wants to come, but Robbie tells her that the dragons cannot have spicy salsa and she is only invited if the toppings are mild. Orla refuses.

While preparing for the party, Robbie and Kodi realize that they still have the spicy salsa - Kodi starts to dig and they bury the salsa with the help of Professor Puff. ("No Spicy Salsa At All-sa") While they're burying the salsa, Orla walks in and sees them. She runs off and struggles with whether to stick with her spice or bend and make something spiceless for the sake of friendship. ("The Loneliest Pepper")

Things Get Spicy

Back at Robbie's house, the party is in full swing and Bell, Shishito, and Florina are having the best time, dancing and eating tacos with Robbie, Kodi, Professor Puff, and Sammie. ("The Besta Fiesta") When Orla arrives at the party with a brand-new mild salsa, Professor Puff does not trust her. Kodi and Robbie pick up the salsa and read "Totally Mild Salsa* now with jalapenos". ("The Totally Mild Tango") They try to stop the dragons from eating the salsa, but it is too late, the dragons' tummy troubles begin and they start to breathe fire. Sammie, Professor Puff, and Orla run outside but Robbie is trapped inside trying to help the dragons. Kodi uses a fire extinguisher to put out the fire. In the commotion, the entire house is destroyed, but Robbie is saved!

True Friendship

Robbie realizes that in his quest to be friends with dragons, he had not noticed his best friend, Kodi. He thanks Kodi for saving him and for always being there, ("D-O-G Reprise") Orla apologizes and promises to listen to people's needs rather than deciding things for them. Everyone then pitches in to rebuild the house before Robbie and Smamie's "parent-people" get home. ("Dragons Are Awesome Reprise")



Pre-Show Discussion Questions

The following conversation starters will help you think about the themes in and make some predictions about the production. Discuss the following before you join us at the theatre:

1. Have you ever planned a party? If you could plan your own party, what would you make sure you have to eat? What foods do you not like and would want to make sure are not on the list?
2. Have you ever felt like your friend was not noticing you and what did you do to change that?
3. Have you ever done something you thought was right but turned out to be the wrong thing?
4. What toppings do you like on your taco?

Post-Show Discussion Questions

We hope you enjoyed Orlando Family Stage's production of Discuss the following questions after attending the performance:

1. What was about? Describe the beginning, middle, and end. What was the climax of the story? Why? How would you summarize the play in one sentence?
2. What did you notice when you first entered the theatre? Describe the stage.
3. What was the setting of the story? Did the scenery help establish the show's location? What specific things did you notice about the scenery or stage lighting?
4. What did you notice about the actors and their performances? How did they use their voices and bodies to bring the characters to life?
5. Which character do you relate to the most? Why? What words describe that character?



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Florida State Standards

Getting Ready for your Field Trip

Detailed list of Florida State Standards satisfied by using Family Stage's Field Trips and this Resource Guide.

Language Arts (B.E.S.T.)

- ELA.K12.EE.1* Cite evidence to explain and justify reasoning
- ELA.K12.EE.3* Make inferences to support comprehension
- ELA.K12.EE.4* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations
- ELA.K12.EE.6* Use appropriate voice and tone when speaking or writing
- ELA.K.C.2.1* Present information orally using complete sentences.
- ELA.1.C.2.1* Present information orally using complete sentences and appropriate volume
- ELA.2.C.2.1* Present information orally using complete sentences, appropriate volume, and clear pronunciation.
- ELA.3.C.2.1* Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.3.C.2.1* Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.5.C.2.1* Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
- ELA.6.C.2.1* Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
- ELA.7.C.2.1* Present information orally, in a logical sequence, emphasizing key points that support the central idea.
- ELA.8.C.2.1* Present information orally, in a logical sequence, supporting the central idea with credible evidence.
- ELA.9.C.2.1* Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
- ELA.10.C.2.1* Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
- ELA.11.C.2.1* Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
- ELA.12.C.2.1* Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Theatre Arts

- TH.K.C.2.1* Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.2* Share reactions to a live theatre performance.
- TH.1.C.2.2* Identify elements of an effective performance.
- TH.2.O.2.1* Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.3.C.1.2* Watch a play and describe how the elements of light costumes, props, and sound influence the mood of the production.
- TH.3.C.2.2* Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
- TH.3.O.2.1* Describe what happened in a play, using age-appropriate theatre terminology.
- TH.3.S.1.3* Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
- TH.4.S.1.1* Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.1.3* Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.4.S.3.3* Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
- TH.5.O.1.1* Explain an actor's choices in the creation of a character for a scene or play.
- TH.5.O.1.3* Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
- TH.5.S.1.3* Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
- TH.68.S.2.3* Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
- TH.68.H.1.5* Describe one's own personal responses to a theatrical work and show respect for the responses of others.
- TH.912.C.1.3* Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
- TH.912.C.3.3* Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.