



Didactic guide (Teacher)

For 1st and 2nd E.S.O. students



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The Miller's Daughter – Teacher's Guide

Target Group: 1st and 2nd ESO (Ages 12–14)

Subject: English as a Foreign Language

This guide includes 8 educational activities connected to the play The Miller's Daughter:

- **4 activities before attending the play**
- **4 activities after attending the play**

These tasks are aligned with the LOMLOE curriculum in Andalusia and are designed to strengthen students' communicative competence, emotional understanding, creativity, and cultural awareness in English.

Key Competencies from LOMLOE

- **CE1** Comprehend oral and written texts in English (fictional and real-life)
- **CE2** Produce short oral and written messages appropriately and coherently
- **CE3** Interact in English in simple communicative situations with respect and cooperation
- **CE6** Develop sociocultural and emotional awareness through reflection and creative tasks

Before the Play – Activities Overview

B

These activities do not assume any prior knowledge of the plot. They aim to prepare students by working with inference, vocabulary, context clues, and character speculation. All necessary material (e.g. images, descriptions, questions) will be included in the worksheets so students can work independently or in pairs, with minimal oral instruction.

After the Play – Activities Overview

A

The post-play activities focus on comprehension, emotional reflection, creative production, and language reinforcement. Students work with quotes, scenes, and values from the play to consolidate their experience while practicing written and spoken English.



The 8 Activities

1. Let's Guess! – Predicting the Story (Before)

B

- **Objective:** Predict the plot using title and visual clues
- **Skills:** Speaking, writing, creative thinking
- **Method:** Group or pair-based discussion, guided speculation
- **Materials:** Title, guided prediction worksheet with images
- **LOMLOE Links:** CE1, CE2, CE3

2. Meet the Characters – Match, Describe & Draw (Before)

- **Objective:** Identify and describe main characters using provided texts
- **Skills:** Reading comprehension, vocabulary, writing
- **Method:** Match character names to descriptions, draw and describe them
- **Materials:** Descriptive texts in worksheet (e.g. Ivy, Mary, Rowan, Argos)
- **LOMLOE Links:** CE1, CE2, CE3

3. Magic Words – Vocabulary Game (Before)

- **Objective:** Learn and internalize key words from the play
- **Skills:** Reading, vocabulary, memory
- **Method:** Clue-based game using word–definition pairs. Students read the clues themselves directly from the worksheet.
- **Materials:** Vocabulary list, definitions, matching grid (all included in student workbook)
- **LOMLOE Links:** CE1, CE3

4. What Do You Know? – Cultural Connections (Before)

- **Objective:** Connect the fantasy setting with real-world concepts (monarchy, nobility, medieval life)
- **Skills:** Oral and written interaction, cultural thinking
- **Method:** Quiz or debate format; true/false and open questions
- **Materials:** Quiz sheet with explanation boxes
- **LOMLOE Links:** CE1, CE6



5. Who Said It? – Matching Quotes to Characters (After)

- **Objective:** Recall and interpret key lines from the play
- **Skills:** Listening, memory, reading
- **Method:** Quote matching and interpretation task
- **Materials:** List of quotes and character portraits; worksheet
- **LOMLOE Links:** CE1, CE2, CE3

6. Fairy Tale Council – Advice Roleplay (After)

- **Objective:** Reflect on plot events and give advice to the characters
- **Skills:** Speaking, empathy, modal verbs (should, must)
- **Method:** Roleplay in groups + written advice
- **Materials:** Prompt cards for roles, group worksheet
- **LOMLOE Links:** CE2, CE3, CE6

7. Creative Writing – Diary or Alternative Ending (After)

- **Objective:** Express emotions or imagination through a character's voice
- **Skills:** Writing, narrative structure, creativity
- **Method:** Individual task with optional sharing
- **Materials:** Diary and story writing template
- **LOMLOE Links:** CE2, CE6

8. The Big Reflection – Values and Emotions (After)

- **Objective:** Reflect on the moral and emotional arc of the play
- **Skills:** Speaking, self-expression, group discussion
- **Method:** Class debate or personal response worksheet
- **Materials:** Guided questions, sentence starters
- **LOMLOE Links:** CE6



Methodological Notes

- Activities are task-based, with real-world communicative goals.
- The emphasis is on comprehension and production, not on grammar drills.
- All worksheets will include sentence starters, vocabulary aids, or contextual help.
- They support mixed abilities and inclusive participation.
- Evaluation can be formative or guided by a simple rubric (included separately if needed).

Answer Key – The Miller's Daughter Didactic Activities (1st–2nd ESO)

Worksheet 1: Let's Guess! (Predicting the Story)

Open-ended activity.

- Correct answers include reasonable predictions based on the title and images.
- eachers should look for use of the sentence starters and creativity.
- No “right” answer expected — goal is to activate imagination and language.

The screenshot shows a worksheet titled 'Let's Guess! (Predicting the Story)' for the play 'The Miller's Daughter'. It includes a name field, a section for 'Before performing the play' with a 'B' icon, and two main activities. Activity 1 asks for predictions based on the title and images, with questions like 'Who is the Miller's daughter?', 'Where does she live?', 'What does she want?', and 'What kind of story do you expect?'. Activity 2 provides sentence starters to help with predictions, such as 'I think the story is about...', 'Maybe the girl wants to...', 'I believe she lives in a...', and 'I imagine there is a...'.



Worksheet 2: Meet the Characters

Match the characters to the descriptions:

- 1. Rowan – He is the King...
- 2. Ivy – She is a young girl who lives in a mill...
- 3. Mary – She works at the mill...
- 4. Argos – He is the Royal Wizard...

Sentences written by students may vary. Accept grammatically correct, meaningful descriptions using vocabulary from the character text.

Worksheet 3: Find the Magic Words!

Clue answers:

- 1. castle
- 2. lie
- 3. sword
- 4. kingdom
- 5. magic
- 6. dress
- 7. house
- 8. firebird
- 9. boots
- 10. market

Sentences should use vocabulary correctly in context. Accept simple structures.

Worksheet 4: What Do You Know?

• Open-ended cultural reflection

Accept personal opinions, guesses, and connections.

Encourage:

- Castle → large home for royalty
- Marchioness → noble title (higher than lady, below duchess)
- Lie vs truth → something false vs something real
- Moral guesses: "honesty is important," "you must be brave," etc.



Worksheet 5: Who Said It?

Matching quotes:

1. "I just want to be free." → Rowan
2. "My end is near." → Milo
3. "Once your wishes are granted... you'll let me go." → Mary
4. "She is not the Marchioness of Carabas!" → Argos
5. "I'll conquer the whole world!" → Ivy

In the reflection section, look for emotional interpretation and connection to character motivations.

Worksheet 6: Fairy Tale Council

Open-ended.

- Advice should use should, must, needs to, shouldn't.
- Creativity and relevance to character situations are key.
- Example:

"I think Ivy should tell the truth."

"Argos must stop using magic to hurt others."

Worksheet 7: Creative Writing (Diary or Ending)

Open-ended.

- Diaries: first person, emotional, past tense
- Endings: coherent, imaginative, plausible within the fantasy
- Evaluate use of vocabulary, clarity, and structure
- Accept both serious and humorous interpretations



Worksheet 8: The Big Reflection

Sample answers:

1. She learned that lying has consequences.
2. Argos used magic against Ivy.
3. Mary, because she is funny and brave.
4. Be honest and follow your dreams.
5. Some students may say yes/no — both acceptable with explanation.

Final sentence should show understanding of the play's message:

- *"The play teaches us that being yourself is enough,"* or
- *"... that lies can hurt others."*



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