



Third Cycle of Primary Education

Grades 5-6

Didactic Guide

Teacher Version

Based on the play Puss in Boots
Includes Worksheets 1-8 (Pre- and Post-Show)

Puss in Boots



En la Luna Teatro



En la Luna Teatro



Our Index

Teacher's Introduction

01

Pre - Show Activities

02

Post - Show Activities

03

Song for the Show

04

Answer Keys - Worksheets 1-8

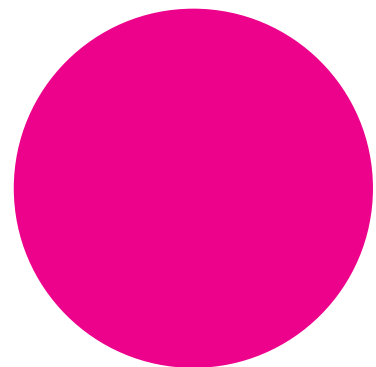
05

Teacher's Introduction

This guide provides a structured set of classroom activities to accompany the theatrical play *Puss in Boots*, designed for students in 5th and 6th grade (CEFR A1+/A2). It includes pre-show and post-show tasks to build and reinforce language learning in English. Activities integrate key competencies such as:

- Linguistic Communication – through reading, listening, writing, and speaking tasks.
- Cultural Awareness and Expression – via reflection on storytelling traditions, songs, and character values.
- Social and Civic Competence – through teamwork, empathy, and discussion of honesty, courage, and identity.

All activities are aligned with the Andalusian curriculum for foreign languages, and the use of songs from the show allows students to connect language, rhythm, and meaning in a dynamic and memorable way.



Pre-Show Activities

(Worksheets 1–4)

All pre-show activities begin with a shared adapted reading summary to ensure students understand the basic plot before predicting or analyzing it. These activities are reflected in Student Worksheets 1–4.



- **Activity 1: Story Summary & Comprehension**

Students read a short adapted version of the story and answer questions to check understanding of characters, plot, and motivation.

Objective: Understand plot, characters, and central conflict

Key Skills: Reading, comprehension, inference

- **Activity 2: Characters & Vocabulary**

Students learn target vocabulary (e.g., inheritance, noble, clever...) and connect it to the story. They match words with meanings and apply them in context.

Objective: Develop vocabulary knowledge through meaning and use

Key Skills: Matching, sentence creation, context application

- **Activity 3: Script Excerpt Reading**

Students read a real scene (the inheritance scene) aloud, then answer questions and write a short reflection as if they were Ivy.

Objective: Interpret dramatic text and identify character emotions

Key Skills: Reading fluency, dialogue analysis, empathy

- **Activity 4: Prediction & Reflection**

Students reflect on Ivy's plan and predict what might happen next, considering the consequences of lying and the values the play might teach.

Objective: Encourage critical thinking and personal connection

Key Skills: Writing short arguments, making predictions, using conditionals



Post-Show Activities

(Worksheets 5–8)

These activities appear in Student Worksheets 5–8 and allow students to review, analyze, and creatively respond to the play.



- **Activity 5: Comprehension Quiz**

Students answer multiple-choice, true/false, and open-ended questions about the play.

Objective: Assess global and specific comprehension

Key Skills: Reading recall, inference, justification

- **Activity 6: Roleplay – Press Conference**

Students take on character roles (Ivy, Cat, Argos...) and answer questions from classmates. Includes character cards and sample journalist questions.

Objective: Practice spontaneous speech and character understanding

Key Skills: Speaking, questioning, perspective-taking

- **Activity 7: Grammar and Vocabulary Practice**

Students apply the first conditional, reported speech, and relative clauses, and practice key vocabulary from the play in structured tasks.

Objective: Reinforce grammar and vocabulary through story context

Key Skills: Grammar manipulation, vocabulary use, sentence structure

- **Activity 8: Creative Project (Review or Poster)**

Students choose between writing a short theatre review or designing a poster. Each option includes scaffolding and creative guidelines.

Objective: Express personal opinions and summarize story content

Key Skills: Written production, summary, artistic expression





Song from the Show

Pedagogical Use

Each of the 8 main songs is accompanied by a student worksheet with lyrics and language tasks (vocabulary, comprehension, drawing, performance). These integrate perfectly with the emotional and narrative flow of the story.

SONG TITLE	THEME	SAMPLE TASK
1. Be Free	Imagination, bravery	Dream kingdom + new lyric line
2. Come and See	Persuasion, competition	Market roleplay + create a stall
3. Carabás!	Suspicion, truth	Vocabulary match + detective drawing
4. Give Me a Sword	Ambition, identity	"I will..." writing + hero moment drawing
5. This Is Love	Feelings, belonging	Emotion vocabulary + friendship letter
6. Fight	Motivation, self-belief	Class motto poster + movement-based activity
7. I'm Your Lord	Power, intimidation	Villain language + hero/antagonist contrast
8. Time to Fight	Confidence, closure	Class slogan + symbolic drawing of their "light"

All songs include audio and karaoke tracks in the teacher resources.



Answer Key

Here are suggested answers for the teacher to use when correcting student worksheets or guiding oral work:

Pre-Show Worksheets

Worksheet 1 – Story Summary

1. Ivy lives in a mill with her father and brother.
2. She receives a cat named Cat.
3. The cat speaks.
4. Ivy and Cat create a plan to pretend she is a noble lady.
5. To impress the King and escape her old life.
6. Argos is suspicious of her story.
7. She may lose everything if the truth is revealed.

Worksheet 1 • Read & Understand: The Story So Far

The Story So Far – Pass in Boots (Adapted Summary)

Ivy is a brave and imaginative girl who lives in a mill with her father Milo and her brother William. She dreams of becoming a great sword fighter and having her own kingdom. One day, her father becomes very ill and gives his children their inheritance. William receives the house, the mill, and the fields. Ivy only receives a cat named Cat.

Ivy is angry and disappointed. She doesn't want to be a mill cat – she wanted something more important. But something magical happens: Cat begins to speak! She is clever, confident, and full of ideas. Cat tells Ivy: "Bring me some boots, and I will help you. Cat helps Ivy create a plan: Ivy will pretend to be a noble lady, the Marchioness of Carabian. Cat helps her get elegant clothes, a sword, and even tricks people so they believe that Ivy is rich and powerful.

The young King Rowan meets Ivy and starts to like her. Ivy also begins to like him. But Ivy is hiding the truth: she is not really a marchioness. The royal wizard, Argos, becomes suspicious. He wants to know who Ivy really is. If the truth comes out, what will happen to Ivy, to Cat, and to their plan?

COMPREHENSION QUESTIONS

Answer in full sentences.

1. Where does Ivy live, and with whom?

2. What does Ivy receive when her father becomes ill?

3. What is special about Cat?

4. What plan do Ivy and Cat make together?

5. Who does Ivy pretend to be the Marchioness of Carabian?

6. Who becomes suspicious, and why?

7. What problem might Ivy face later in the story?

Worksheet 2 – Characters & Vocabulary

Character Match:

- a = Cat
- b = Argos
- c = Ivy
- d = Rowan
- e = William

Vocabulary Match:

- inheritance = c
- noble = b
- clever = d
- to pretend = e
- to obey = a
- to forgive = f

EXTRA: Create a New Title

Can you think of another good title for this play? Be creative!

Worksheet 2 • Characters & Vocabulary in Context

PART 1 – Meet the Characters

Read the character list. Then match each name with their correct description.

CHARACTERS

- | CHARACTERS | DESCRIPTIONS (Write the name next to the letter) |
|------------|---|
| • Ivy | a. A clever, magical cat who helps with a secret plan |
| • William | b. A royal wizard who wants to know the truth |
| • Cat | c. A girl who wants to be brave and dreams of a kingdom |
| • Rowan | d. A kind young king who meets Ivy |
| • Argos | e. Ivy's brother who works at the mill |

PART 2 – Vocabulary in the Story

Match each word with its meaning. Then use three of them in your own sentences.

- | WORD | MEANING |
|---------------|--|
| • inheritance | a. To follow rules or commands |
| • noble | b. A special title for someone from a royal family |
| • clever | c. What you receive when someone in your family dies |
| • to pretend | d. Smart and good at making plans |
| • to obey | e. To act like something is true, when it is not |

Worksheet 3 – Script Reading

1. The fields, the mill, and the house.
2. "What?! There must be a mistake."
3. A cat.
4. "What?! The cat?!"
5. Because she expected something more important.

COMPREHENSION QUESTIONS

Answer in complete sentences.

1. What three things does William receive?
The fields, the mill, and the house
2. How does Ivy react when she hears about the house?
"What! There must be a mistake!"
3. What is the only thing Ivy receives?
A cat.
4. Which line shows Ivy is angry or surprised? Write the line.
"What! The cat?!"
5. Why do you think Ivy feels disappointed?
Because she expected something more important.

REFLECT & WRITE

Imagine you are Ivy.

Write about reaction:

"My name is Ivy, and today I found out..."



Worksheet 4 – Predictions

Open answers; suggestions may include:

- Ivy might be caught in her lie.
- The Cat may help her in a clever way.
- The King might forgive her if she tells the truth.

Worksheet 4 • Predict & Reflect: What Will Happen Next?

Based on what you know so far, answer the questions below. Use complete sentences in English.

PART 1 – What Do You Think?

1. What is Ivy pretending to be?
2. Why does Cat help Ivy with her plan?
3. Who might discover the truth about Ivy?
4. What could happen if the King finds out she lied?
5. What do you think is the message or moral of this story?

PART 2 – If I Were Ivy...

You are in Ivy's place. You only received a cat, and now that cat talks and wants to help you become someone important.

"If I were Ivy, I would..."

Write one sentence predicting how the play will end.

"I think the play will end with..."

Answer Key

Post-Show Worksheets

Worksheet 5 – Comprehension Quiz

Multiple Choice:

1. C
2. A
3. B
4. B
5. B

True/False:

1. F – Ivy receives only the cat.
2. T
3. F – Rowan finds out.
4. T
5. F – They forgive each other and dance.

After the Play

Name: _____

Worksheet 5 • Comprehension Quiz: What Happened in the Play?

PART 1 – Multiple Choice

Choose the correct answer. Circle A, B or C.

1. What did Ivy receive from her father as inheritance?
 - A A castle
 - B A sword
 - ☒ C A cat
2. What does Cat ask for to help Ivy?
 - ☒ A Boots
 - B Gold
 - C A crown
3. Who begins to like Ivy during the play?
 - A Argos
 - ☒ B Rowan
 - C William
4. Why is Argos suspicious?
 - ☒ A Ivy uses magic
 - B Ivy lies about who she is
 - C Ivy speaks to animals
5. What happens to Argos at the end of the play?
 - ☒ A He becomes king
 - B He is tricked by Cat
 - C He wins a duel



Worksheet 6 – Press Conference

Open-ended. Students should use past tense and first-person voice. Evaluate empathy and fluency.

Worksheet 6 • Roleplay: Press Conference

You will become the characters from the play. Some of you will be characters and others will be journalists.

- You are a character, answer questions in the context.
- You are a journalist, ask questions on what they have told you.

CHARACTERS What has each character said?

- Ivy: • Pretended to be a noble lady to follow her dream.
- Willow: • Disagreed with those who said she had magical powers.
- Cat: • Young king who secretly wanted the truth.
- Rowan: • Royal wizard who discovered his secret.
- Argos: • Ivy's brother, who shared everything and stayed at the end.

Journalist Question Prompts

Write down your questions in English:

- Why did you go to school being a noble lady?
- Cat, how did you feel about the book?
- Rowan, what did you feel when you learned the truth?
- Argos, why did you leave Ivy?
- Willow, when you agree to help about the book?

Write down your answers:

Worksheet 7 – Grammar Practice

Part 1 – First Conditional:

1. will succeed
2. will get angry
3. will look important
4. will be happy

Part 2 – Reported Speech:

1. Cat said that she wanted some boots.
2. Rowan said that he trusted Ivy.
3. Argos said that she was hiding something.

Part 3 – Relative Clauses:

1. Cat is a cat who can talk.
2. Rowan is a king who dances with Ivy.
3. Argos is a wizard who wants to discover the truth.

Part 4 – Vocabulary in Action:

Open sentences – check for correct use of target words.

• CHARACTER CARD (Use for speaking or writing)

Fill this if you are playing a character:

Name: _____

How I felt during the story: _____

What I wanted most: _____

One thing I regret or would change: _____

Class activity tip: Students can perform this as a live press conference, or write responses as a mini interview script. You can also record audio or video if desired.

Worksheet 7 • Grammar & Vocabulary Practice

PART 1 – First Conditional

Complete the sentences using the correct form of the verb.

Example: Rowan told the truth, the king will forgive her.

1. If Cat helps Ivy, they _____ will succeed _____.
2. If Argos discovers the lie, he _____ will get angry _____.
3. If you wear boots, you _____ will look important _____.
4. If I follow my dreams, I _____ will be happy _____.

PART 2 – Reported Speech

Change the sentences into reported speech.

Example: Rowan: "I want to be a noble lady!"
He said that he wanted to be a noble lady.

1. Cat said, "I want some boots!"
Cat said that _____.
2. Rowan said, "I trust you."
Rowan said that _____.
3. Argos said, "You are hiding something!"
Argos said that _____.

PART 3 – Relative Clauses

Join the sentences using "who" or "that".

Example: Rowan is a king. He dances with Ivy.
Rowan is a king who dances with Ivy.

1. Cat is a cat. She can talk.
Cat is a cat who can talk.
2. Rowan is a king. He dances with Ivy.
Rowan is a king who dances with Ivy.
3. Argos is a wizard. He wants to discover the truth.
Argos is a wizard who wants to discover the truth.

Worksheet 8 – Creative Project

Check that the review includes:

- Intro + title
- Short summary
- Opinion (favourite scene, character, or message)
- Conclusion with recommendation

Posters should include:

- Title or slogan
- Drawing of scene or character
- A quote or lyric
- Original content

Worksheet 8 • Creative Project: Review or Poster

Write a Theatre Review

Imagine you are writing a short review of the play. Pick a scene to focus on and write about it. Use the structure below to help you.

Review Template

Use these words in your own sentences:

admirable	amazing	joyful	small	walks
-----------	---------	--------	-------	-------

1. _____
2. _____
3. _____
4. _____
5. _____

Review Template

Use these words in your own sentences:

1. Introduction
- What was the story about?
Example: The story is about a girl named Ivy who creates only a cat as a companion. With the help of Cat, she pretends to be a noble lady.
2. Summary
- What did you like most? What surprised you?
Example: I liked that Cat was able to get around by using his magical powers.
3. Your Opinion
- What was your favourite scene?
Example: I liked the scene where Cat helped Ivy.
- What was your favourite character?
Example: I liked Argos because he was brave, kind, and full of surprises.
4. Conclusion



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Grades 5-6

Thank You!



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