



THE LEGEND OF THE CRESCENT MOON

Kindergarten Version



★ TEACHER'S GUIDE ★



FIRST CYCLE OF
PRIMARY EDUCATION

1

ABOUT THE PROJECT

The Legend of the Crescent Moon – Kindergarten Version is the version of the musical used with pupils in the First Cycle of Primary Education. The story begins in a museum, where Mike, a cleaner, discovers the mysterious ship The Crescent Moon and is magically transported into a pirate adventure.

Together with Annie Bonny and John, Mike travels in search of Atlantis and a magical pearl that can bring the colours back to a grey world. Along the way they meet Grace O'Malley, Lady Valery and the Mermaid, guardian of Atlantis.

This guide accompanies the worksheets with simple English, visual support, songs, matching, sequencing, drawing and short oral activities before and after the performance.



OBJECTIVES OF THE PROJECT

-  **Improve communication in English**
Listen to and understand key words, short sentences and songs supported by images, gesture and repetition.
-  **Learn and use the vocabulary of the play**
Places and objects, characters and roles, colours and adventure words taken directly from the worksheets.
-  **Understand the story and its sequence**
Follow Mike's journey from the museum to the Crescent Moon, the dock and Atlantis, using pictures and simple ordering activities.
-  **Take part through music and movement**
Listen, circle, repeat, sing and respond physically to songs such as Clean.
-  **Develop creativity and personal expression**
Draw Atlantis, choose a favourite character or moment and respond to the story through simple visual and oral tasks.
-  **Work on friendship and cooperation**
Recognise how Annie, John and Mike help one another and finally use the magical pearl together to bring the colours back.

★  ★
*Theatre, music,
images and repetition
help pupils
understand the story
and use English with
confidence before,
during and after
the performance.* ★

A PLAYFUL, VISUAL AND PARTICIPATORY APPROACH

- ★ Activities use short instructions, images, repetition and modelling.
- ★ Worksheets combine listening, matching, sequencing, colouring and drawing.
- ★ English is supported by gesture, music and visual context rather than long explanations.
- ★ Tasks can be adapted to different rhythms and levels within the First Cycle.



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THE STORY

A simple adventure about friendship, teamwork and bringing the colours back

SUMMARY

Mike is a museum cleaner. One day he sees a mysterious ship called the *Crescent Moon*. By magic, Mike begins an adventure.

He meets Annie Bonny, the captain, and John, her friend. Together they want to find Atlantis, a magical city under the sea.

Grace O'Malley wants the map. Lady Valery has the map at the dock. The crew follows the journey to the sea.

In Atlantis, the Mermaid gives them the magical pearl. Mike, Annie and John use the pearl together and bring the colours back.



1 Mike is a museum cleaner. Professor Donalson shows him the *Crescent Moon*.



2 Mike touches the ship. By magic, he arrives in the Caribbean.



3 Mike meets Annie Bonny, the captain, and John, her friend.



4 Grace O'Malley wants the map. Lady Valery has the map at the dock.



5 The crew follows the journey to the sea.



6 In Atlantis, the Mermaid gives them the magical pearl. They bring the colours back.



FOCUS

- Understanding the main events of the story.
- Recognising the main characters and places.
- Identifying the magical pearl and the return of colour.
- Using time words such as *first*, *then* and *finally*.



IDEAS TO EXPLAIN IT IN CLASS

- ★ Use the worksheet comic to retell the story step by step.
- ★ Show the small pictures and ask: Who is it? Where are they? What happens?
- ★ Make a story line on the board: Museum → *Crescent Moon* → Dock → Atlantis.
- ★ Encourage pupils to predict what happens next.



ACTIVITY IDEA

Story Sequence

Give pupils the story pictures. In pairs, they put them in the correct order and tell the story.

Discussion questions:

- ★ Where is Mike at the beginning?
- ★ Who helps Mike?
- ★ Where do they go?
- ★ What do they find in the end?



LANGUAGE IN ACTION

First, Mike is in the museum. Then he sees the *Crescent Moon*. Next, he sails with Annie and John. Finally, they find the pearl in Atlantis.



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VOCABULARY

Three worksheets with the key words pupils will meet in the Kindergarten Version.

VOCABULARY WORKSHEETS

The vocabulary pack is organised into three visual worksheets. The words come directly from the activities prepared for this version of the play.

1



Vocabulary 1 – Places and Objects

museum, ship, sea, dock, map, pearl, Atlantis, light

2



Vocabulary 2 – Characters and Roles

cleaner, pirate, captain, crew, ghost, mermaid, lady, friend

3

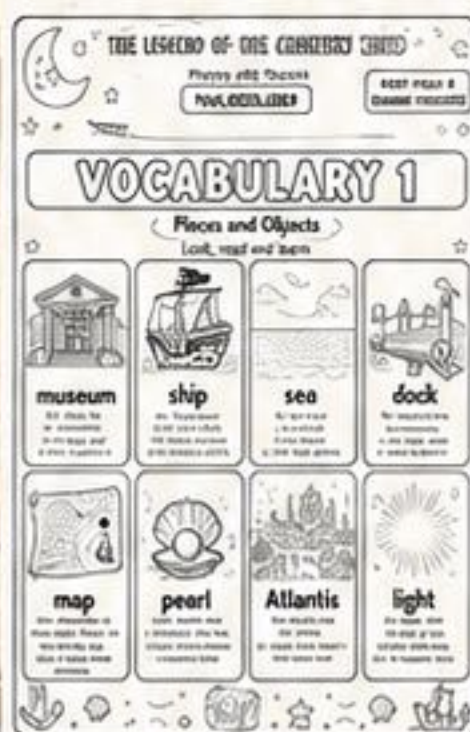


Vocabulary 3 – Colours and Adventure

red, blue, yellow, green, grey, pearl, magic, adventure

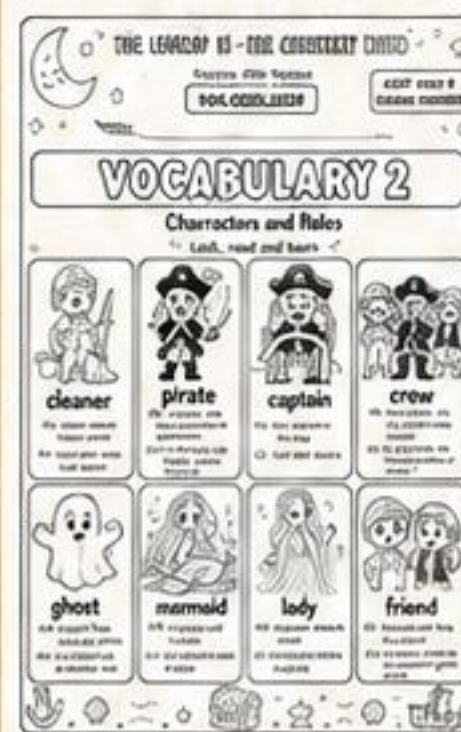
1

Vocabulary 1 Places and Objects



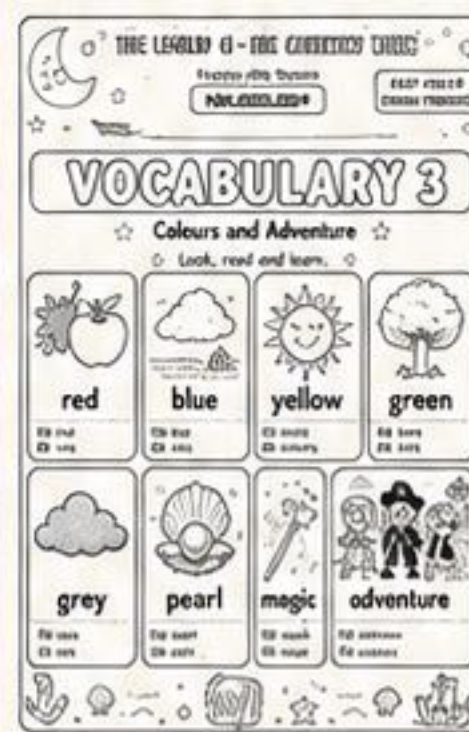
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Vocabulary 2 Characters and Roles



3

Vocabulary 3 Colours and Adventure



FOCUS

- ★ Recognising key words through pictures.
- ★ Listening and repeating with clear pronunciation.
- ★ Connecting vocabulary with characters, places and story moments.



HOW TO USE THE VOCABULARY

- 1 Show one picture at a time and say the English word.
- 2 Ask pupils to repeat as a group and then point to the correct picture.
- 3 Use the Spanish definition on the worksheet only as support when needed.
- 4 Play quick games: point to..., show me..., who is...?, where is...?
- 5 Connect the words with the story: Mike is a cleaner. Annie is the captain. The Mermaid is in Atlantis.
- 6 Use colours from Vocabulary 3 when talking about Grace and the return of colour.

CLASSROOM IDEAS

- ★ **Listen and point**
Teacher says a word; pupils point to the correct picture.
- ★ **Mime and guess**
Mime cleaner, pirate, captain or mermaid.
- ★ **Find the colour**
Say red, blue, yellow, green or grey and find something in the classroom.
- ★ **Memory game**
Cover a picture and ask: What is missing?
- ★ **Simple sentences**
Use one word in a very short sentence with visual support.

LANGUAGE IN ACTION

★ It is a ship.

★ She is a mermaid.

★ Mike is a cleaner.

★ Atlantis is under the sea.

★ Annie is the captain.

★ I like blue.





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FIRST CYCLE OF
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PAGE 4: BEFORE THE PLAY ACTIVITIES

★ These five worksheets prepare pupils for the Kindergarten Version. ★
They introduce the story, the characters, the places and the magical pearl before the performance.

1



OUR STORY

- ★ **Focus:** understanding the story through six simple comic scenes.
- ★ **How to use it:** read the short text and look at the comic together. Point to Mike, the Crescent Moon, Annie, John, the dock, Atlantis and the pearl.
- ★ **Classroom ideas:** tell the six scenes with the pictures and ask: "What happens first? Then? Finally?"

2



MEET THE CHARACTERS

- ★ **Focus:** recognising the main characters in this version.
- ★ **How to use it:** pupils match Mike, Annie Bonny, John, Grace O'Malley, Lady Valery and Mermaid to the correct names.
- ★ **Classroom ideas:** say names aloud and use very short clues: "Mike is the cleaner." "Annie is the captain." "Mermaid lives in Atlantis."

3



PLACES IN THE STORY

- ★ **Focus:** learning the four main settings.
- ★ **How to use it:** pupils match the pictures to Museum, The Crescent Moon, The Dock and Atlantis.
- ★ **Classroom ideas:** "Where are they?" and connect each place with one moment from the story.

4



OUR STORY BEGINS

- ★ **Focus:** sequencing the beginning of the adventure.
- ★ **How to use it:** pupils write numbers 1 to 4 in the pictures: Mike in the museum, Lady Valery with the map, the pirate crew with the pearl, and the crew sailing.
- ★ **Classroom ideas:** first, then, next and finally. Let pupils explain the order with the pictures.

5



FIND THE MAGICAL PEARL

- ★ **Focus:** preparing the journey to Atlantis and the central object of the story.
- ★ **How to use it:** pupils trace the dotted path from the Crescent Moon through the sea to the magical pearl in Atlantis.
- ★ **Classroom ideas:** "Find the magical pearl", "Atlantis", "sea" and "pearl" while pupils trace the route.

★ TEACHING TIP ★

Use these worksheets before the performance to give pupils visual clues, activate key vocabulary and help them recognise the main characters, places and the magical pearl when they see the play.



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PAGE 5: SONG ACTIVITY



This worksheet uses the song "Clean", which appears at the beginning of the Kindergarten Version. It helps pupils recognise Mike's role, listen for key words and connect music with simple actions.

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Kindergarten Version
SONG ACTIVITY
FIRST CYCLE OF
PRIMARY EDUCATION

Name: _____

CLEAN

We study this song because Mike is a museum cleaner. He loves cleaning.

1. Listen and circle.

Circle the words you hear in the song.

clean

floor

room

stars

moon

ship

treasure

map

2. What does Mike clean? Tick (✓).



the floor

☐


the room

☐


the stars

☐


the moon

☐


the ship

☐


the treasure

☐

3. Draw.

Draw Mike cleaning the museum.



CLEAN

Mike's museum song

FOCUS

- ★ Listening for repeated words and short phrases.
- ★ Understanding that Mike is a museum cleaner.
- ★ Connecting words with pictures and actions.
- ★ Building confidence through repetition, gesture and drawing.

IN THE PLAY

Mike sings "Clean" in the museum before he touches the Crescent Moon and begins the adventure.

The song repeats simple cleaning vocabulary: clean, floor, room, stars and moon.

HOW TO USE IT

- 1 Play the song or a short fragment.
- 2 Pupils circle the words they hear.
- 3 They tick the things Mike cleans.
- 4 Use sweeping and cleaning gestures while listening.
- 5 Pupils draw Mike cleaning the museum.

USEFUL LANGUAGE

- Mike is a cleaner.
- He loves cleaning.
- Listen and circle.
- What does Mike clean?
- Clean, clean, clean!

CLASSROOM IDEAS

- ★ Mime sweeping, brushing and cleaning while the song plays.
- ★ Pause the audio before a key word and let pupils guess it.
- ★ Use the pictures to ask: "Floor or moon?" "Room or ship?"
- ★ Repeat the chorus together with rhythm and clapping.
- ★ After the activity, ask pupils to point to Mike and say: "Mike is a cleaner."



TEACHING TIP The aim is recognition and participation, not understanding every lyric.



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PAGE 6: AFTER THE PLAY ACTIVITIES



These three worksheets are used after the performance. They help pupils remember the ending, recognise the characters and express a personal response to the play.

1

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Kindergarten Version
AFTER THE PLAY
FIRST CYCLE OF PRIMARY EDUCATION

Name: _____

COLOUR THE STORY

Instructions: Colour the picture.

We bring the colours back!

COLOUR THE STORY

- ★ **Focus:** visual recall of Atlantis, the magical pearl and the return of colour.
- ★ **How to use it:** look at the picture together, identify Mike, Annie, John and the Mermaid, and then let pupils colour the scene freely.
- ★ **Classroom ideas:** Who can you see?, "Where are they?" and "What happens at the end?" Finish with: "We bring the colours back!"

2

THE LEGEND OF THE CRESCENT MOON
Kindergarten Version
AFTER THE PLAY
FIRST CYCLE OF PRIMARY EDUCATION

Name: _____

WHO IS IT?

Instructions: Match each character to the correct clue.

 Mike	 Annie Bonny	 John
 Grace O'Malley	 Lady Valery	 Mermaid
I clean the museum.	I am the captain.	I help Annie.
I like grey.	I have the map.	I guard the pearl.

WHO IS IT?

- ★ **Focus:** recognising the six characters and connecting each one with a simple clue from the story.
- ★ **How to use it:** read the six clues slowly and model one example. Pupils match Mike, Annie Bonny, John, Grace O'Malley, Lady Valery and Mermaid to the correct sentence.
- ★ **Classroom ideas:** answers orally and ask volunteers to repeat one clue, for example: "I clean the museum." or "I am the captain."

3

THE LEGEND OF THE CRESCENT MOON
Kindergarten Version
AFTER THE PLAY
FIRST CYCLE OF PRIMARY EDUCATION

Name: _____

MY FAVOURITE MOMENT

1. Tick your favourite character.

2. Draw your favourite moment.

3. Complete.

I like _____

MY FAVOURITE MOMENT

- ★ **Focus:** personal response, memory and simple expression after watching the play.
- ★ **How to use it:** pupils tick their favourite character, draw their favourite moment and complete the sentence "I like _____."
- ★ **Classroom ideas:** pupils to show their drawing and say the character's name. Accept one-word or very short answers according to the group's level.

TEACHING TIP

These activities are not a formal test. Use them to talk about what pupils remember, what they enjoyed and which characters or moments stayed with them after the performance.

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CURRICULAR CONNECTIONS

How the project connects with the learning goals of the First Cycle of Primary Education

1 AREAS OF LEARNING

The activities in this guide connect naturally with different areas of learning through story, music, movement and visual support.



Foreign Language (English)

listening, speaking, vocabulary and classroom interaction through songs, stories and simple tasks.



Language and Literacy

understanding the story, sequencing events, retelling and expressing ideas orally.



Artistic Education

drama, music, movement, drawing and creative response to the play.



Social and Natural Environment

exploring places, travel, the sea, nature, friendship and cooperation.



Values and Civic Education

reflecting on kindness, empathy, respect, sharing and good choices.

2 KEY COMPETENCES



Linguistic Communication Competence

Pupils listen, speak, describe, answer and retell.



Multilingual Competence

Children use English in meaningful and motivating situations.



Personal, Social and Learning to Learn Competence

They participate, reflect, cooperate and gain confidence.



Citizenship Competence

The story encourages respect, teamwork and positive decision-making.



Cultural Awareness and Expression Competence

Theatre, music and visual activities help children express themselves creatively.

3 WHAT PUPILS DEVELOP

- ★ understanding a simple story in sequence
- ★ recognising characters and places
- ★ listening carefully and following instructions
- ★ singing and joining in with rhythm and actions
- ★ expressing opinions, feelings and preferences
- ★ working in pairs or small groups
- ★ thinking about values such as courage, kindness and sharing



4 TEACHING APPROACH

- ★ active and participatory learning
- ★ inclusive and age-appropriate tasks
- ★ visual support, repetition and oral practice
- ★ links between theatre and classroom learning
- ★ flexible use before and after the performance



This guide supports competency-based learning and helps teachers connect the theatrical experience with the educational goals of the First Cycle of Primary Education.

