



THE LEGEND OF THE CRESCENT MOON

Primary Version



★ TEACHER'S GUIDE ★

SECOND CYCLE OF
PRIMARY EDUCATION

1 ABOUT THE PROJECT

The Legend of the Crescent Moon is an original musical theatre play designed for pupils in the Second Cycle of Primary Education. It combines adventure, friendship, imagination and values through an engaging story, memorable songs and colourful characters.

This guide offers ideas and resources to help teachers prepare pupils before the show, deepen their understanding afterwards and connect the experience with the Andalusian curriculum.



OBJECTIVES OF THE PROJECT



Improve communication in English

Listening, speaking, reading and writing through songs, dialogue and classroom activities.



Expand vocabulary and understand the story

Learners acquire and use new words related to places, characters, adventure and values.



Develop social and emotional skills

Teamwork, empathy, respect, kindness and making responsible choices.



Promote values and positive attitudes

Courage, generosity, perseverance, hope and the importance of helping others.



Explore the world around us

Discovering places, legends, sea life and ancient civilisations in a meaningful way.



Enjoy music, movement and theatre

Learning songs, rhythms and stage expressions to support language and memory.



This project brings English to life through an exciting theatrical experience that encourages pupils to think, feel and express themselves while they learn.

A PLAYFUL, INCLUSIVE AND COMPETENCE-BASED APPROACH

- ★ Activities are adapted to the development level of the Second Cycle.
- ★ Pupils learn by doing, creating, discussing and collaborating.
- ★ Materials encourage active participation and a positive learning environment.





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★ THE STORY ★

An adventure about friendship, courage and choices

SUMMARY

Mike is a museum cleaner with a special gift: with a little magic, he can travel to faraway places. One day, Professor Donalson shows him a mysterious ship called the *Crescent Moon*, and Mike suddenly appears in the Caribbean.

There he meets Annie Bonny, a brave pirate captain, and John, her loyal friend. Together they dream of finding Atlantis, a legendary city where a magical light represents love, kindness and hope.

On their journey they face danger and difficult choices. Grace O'Malley wants the map for herself, and Lady Valery helps the group by giving them the map at the dock. At Atlantis, Poseidon protects the magical light.

Grace tries to take the light, but Mike recovers it and chooses to share its message with everyone. In the end, the story reminds us that the real treasure is not gold, but the good values we carry inside us.



FOCUS

- understanding the main events of the play.
- sequencing the story from beginning to end.
- recognising the characters and their roles.
- reflecting on the values in the story.



IDEAS TO EXPLAIN IT IN CLASS

- ★ Use the worksheet "The Story" to retell the plot step by step.
- ★ Ask pupils to identify where each scene happens: museum, ship, dock or Atlantis.
- ★ Discuss what each character wants and how this affects the story.
- ★ Create a simple timeline on the board with the 8 events.
- ★ Encourage pupils to predict what could happen next at each stage.



ACTIVITY IDEA

Story Timeline

Give pupils the 8 comic scenes from the worksheet. In pairs, they put them in the correct order, read the captions and explain the full story using time connectives.

Discussion questions:

- Why is the *Crescent Moon* important?
- Who helps Mike on the journey?
- What problem does Grace cause?
- What does the light mean in the story?



LANGUAGE IN ACTION

Use sequencing words and short explanations to retell the plot: *first, then, next, after that, finally*. Practise sentences such as: 'First, Mike works in a museum.' 'Then he travels on the *Crescent Moon*.' 'Finally, he chooses the light of kindness and hope.'



★ VOCABULARY ★

Four student worksheets to build the key language of the play



VOCABULARY WORKSHEETS

Students work with 4 vocabulary worksheets. Each one groups key words from the play in a clear and visual way.

1 Vocabulary 1 – Places and Objects:

museum, ship, sea, dock, map, treasure, heart, light.

2 Vocabulary 2 – Characters and Roles:

cleaner, pirate, captain, crew, professor, ghost, god, friend.

3 Vocabulary 3 – Sea and Adventure:

wave, storm, wind, moon, sail, journey, Atlantis, adventure.

4 Vocabulary 4 – Values and Actions:

choose, sail, dance, protect, brave, fight, greedy, hope.

1 Vocabulary 1

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VOCABULARY 1

Places and Objects
Look, read and learn.

1 museum	2 ship	3 sea	4 dock
5 map	6 treasure	7 heart	8 light

2 Vocabulary 2

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VOCABULARY 2

Characters and Roles
Look, read and learn.

1 cleaner	2 pirate	3 captain	4 crew
5 professor	6 ghost	7 god	8 friend

3 Vocabulary 3

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VOCABULARY 3

Sea and Adventure
Look, read and learn.

1 wave	2 storm	3 wind	4 moon
5 sail	6 journey	7 Atlantis	8 adventure

4 Vocabulary 4

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VOCABULARY 4

Values and Actions
Look, read and learn.

1 choose	2 sail	3 dance	4 protect
5 brave	6 fight	7 greedy	8 hope



AUDIO SUPPORT

There is a vocabulary audio on the website. Pupils can listen to the words recorded by native speakers, hear clear pronunciation and repeat them aloud.

- Use the audio to listen, repeat and point to the correct picture.
- Play the audio several times so pupils can gain confidence with pronunciation.



FOCUS

- ★ listening to and pronouncing new words.
- ★ understanding vocabulary through images and context.
- ★ grouping words into themes: places, characters, sea and adventure, values and actions.
- ★ preparing pupils for the story, songs and classroom tasks.



IDEAS TO USE IN CLASS

- ★ **Listen and point:** play the audio and ask pupils to point to the correct picture.
- ★ **Mime and guess:** act out a word such as *pirate*, *captain*, *brave* or *protect*.
- ★ **Category sorting:** sort word cards into places, characters, sea and adventure, values and actions.
- ★ **Draw and label:** pupils draw one word from each worksheet and label it.
- ★ **Quick pair quiz:** in pairs, one pupil says the word and the other finds the picture.



ACTIVITY IDEA

Vocabulary Treasure Hunt

Place picture cards or word cards around the classroom. Pupils listen to a word, find the correct card, and say the word aloud. You can also ask them to put the cards into the correct worksheet group: Vocabulary 1, 2, 3 or 4.

LANGUAGE IN ACTION

Encourage short oral sentences such as:

"It is a ship."

"She is brave."

"We sail to Atlantis."

"I choose hope."





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★ BEFORE THE PLAY ACTIVITIES ★

How to work with the worksheets before seeing the play



These activities help to activate prior knowledge, introduce key vocabulary, learn the story and motivate pupils before enjoying the performance.

1

THE STORY (Worksheet 1)



OBJECTIVE:

Understand the general sequence of the story.



HOW TO WORK:

- In class groups, read together the 8 comic scenes.
- Pupils can number them from 1 to 8 if necessary.
- Ask questions: *What happens first? What happens next?*
- Oral summary: each group retells the story using their own words.



TIPS:

- Use visual support on the board (images or key words).
- Work on comprehension with simple questions.

2

MISSION TO ATLANTIS (Worksheet 2)



OBJECTIVE:

Deepen reading comprehension and key vocabulary.



HOW TO WORK:

- Pupils read the sentences and circle the correct word.
- Pair correction and then common check.
- You can dramatise some questions as a game.



TIPS:

- Review vocabulary beforehand if necessary.
- They can justify why they chose each option.

3

WHO IS WHO? (Worksheet 3)



OBJECTIVE:

Recognise the characters and their roles.



HOW TO WORK:

- Match each character to their clue.
- Present characters with flashcards or big images.
- Oral correction and description of each one.



TIPS:

- Pupils can create a new clue for each character.
- Encourage them to speak: "He is the captain. She is brave."

4

PLACES IN THE STORY (Worksheet 4)



OBJECTIVE:

Identify the main places in the story.



HOW TO WORK:

- Look at the pictures and describe them.
- Match each place with its name.
- You can situate them on a simple map of the journey.



TIPS:

- Use gestures or movement to represent each place.
- Relate with real experiences (port, museum, sea...).

TIPS FOR THE TEACHER

- These worksheets are a preparation. There are no single correct answers.
- Encourage participation, curiosity and teamwork.
- Connect the activities with the play's songs and values.





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SECOND CYCLE OF
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★ PAGE 5: SONG ACTIVITIES ★

How to work with the songs in class



Songs are a key part of the learning experience in *The Legend of the Crescent Moon*. It is essential to work on ALL the songs from the play, because they reinforce vocabulary, pronunciation, rhythm, listening comprehension, emotions, values and understanding of the story.

★ ALL THE SONGS OF THE PLAY ★



1. The Crew of the Crescent Moon
2. Atlantis
3. I'm a Cleaner
4. Pirate Dream
5. Dance with Me
6. The Call
7. I Choose the Light
8. Not For

All of these songs should be worked on in class before and/or after the performance.

★ WHY WORK ON ALL THE SONGS? ★



- They help pupils remember the story and the characters.
- They improve listening, pronunciation and speaking in English.
- They reinforce key vocabulary and classroom language.
- They support movement, confidence and active participation.
- They make values such as teamwork, courage, kindness and good choices more meaningful.

★ FEATURED WORKSHEETS ★

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PIRATE DREAM

1 Listen and circle the key words.

ship	treasure	storm	flag

2 Tick the things Mike dreams of.

☐	☐	☐	☐

3 Draw yourself as a pirate.

Pirate Dream

Focus:

pirate vocabulary, imagination, actions and feelings.

How to use it:

- Listen and circle the key words from the song.
- Tick the things Mike dreams of.
- Draw yourself as a pirate.

Classroom ideas:

- Use gestures and mime to act out the song.
- Encourage pupils to say phrases such as "be a pirate", "cross the sea" and "feel the wind".

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NOT FOR

1 Listen and circle the key words.

light	hope	kindness	love
gold	power	greed	choose

2 Tick the ideas that match the song.

choose the light	help others	not for gold
☐	☐	☐
not for power	be greedy	take it all
☐	☐	☐

3 Complete.

We choose the _____

★ The song brings _____

We act with _____

Not For

Focus:

understanding the message of the song and reflecting on positive values.

How to use it:

- Listen and circle the key words from the song.
- Tick the ideas that match the meaning of the song.
- Complete the sentences using the words *light*, *hope* and *kindness*.

Classroom ideas:

- Sing the song more than once and encourage pupils to join in.
- Use gestures and movement to support understanding.
- Link the song to the ending of the story and the values it teaches.

TEACHING TIP



Work on the songs both before and after the performance. Repeat them several times, add gestures or simple choreography, and invite pupils to sing, listen, think and respond in English. Although this page highlights *Pirate Dream* and *Not For*, all eight songs are fundamental and should be part of the classroom work.





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★ AFTER THE PLAY ACTIVITIES ★

How to use the post-show worksheets in class



These activities help pupils reflect on the story, use their imagination, express ideas creatively and consolidate vocabulary and simple writing after watching the play.

1



DESIGN YOUR PIRATE FLAG (Worksheet 1)



OBJECTIVE:

Encourage creativity and oral expression through symbols and colours.



HOW TO USE IT:

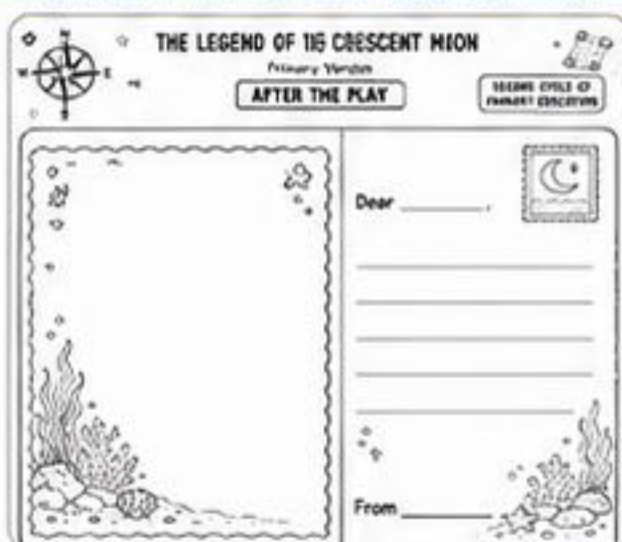
- Talk about pirate symbols, shapes and colours.
- Pupils draw a pirate symbol on the flag and colour it.
- Invite each pupil to show the flag and say a short sentence about it.



TIPS:

- Use model sentences such as: 'This is my pirate flag.' / 'It has a star.'
- Display the finished flags in class.

2



POSTCARD FROM ATLANTIS (Worksheet 2)



OBJECTIVE:

Practise simple writing and descriptive language.



HOW TO USE IT:

- Brainstorm what Atlantis looks like.
- Pupils draw Atlantis on the left and write a short postcard on the right.
- Encourage greetings and simple descriptions.



TIPS:

- Offer sentence starters: 'Dear...', 'Greetings from Atlantis!', 'I can see...'
- Let pupils read their postcards in pairs or aloud.

3



DRAW YOUR TREASURE MAP (Worksheet 3)



OBJECTIVE:

Reinforce vocabulary about places, routes and clues.



HOW TO USE IT:

- Revise key words: island, treasure, route, clue, X.
- Pupils create a map and add a route, clues and a final treasure.
- Ask them to explain the path using simple directions.



TIPS:

- Use prompts such as: 'Go to...', 'Then turn...', 'The treasure is here.'
- Turn the maps into a class treasure hunt.

4



A NEW ADVENTURE (Worksheet 4)



OBJECTIVE:

Extend the story through imagination and storytelling.



HOW TO USE IT:

- Discuss where Mike, Annie and John go next, who they meet and what they find.
- Pupils draw or write a new adventure.
- Invite them to share their ideas with the class.



TIPS:

- Use guiding questions: 'Where do they go?', 'Who do they meet?', 'What do they find?'
- This can be done individually, in pairs or as a group story.



TIPS FOR THE TEACHER

- ★ These worksheets are open-ended and creative.
- ★ Encourage pupils to speak in English as much as possible.
- ★ Value imagination, participation and personal expression.
- ★ Connect the activities with the story, songs and values of the play.



LANGUAGE IN ACTION

Encourage short sentences such as:

'This is my flag.' 'Greetings from Atlantis!' 'Follow the map.' 'They find a treasure.'





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★ CURRICULAR CONNECTIONS ★

How the project connects with the Andalusian curriculum for the Second Cycle of Primary Education

1 AREAS OF LEARNING

The activities in this guide connect naturally with the main learning areas of the Second Cycle of Primary Education.



Foreign Language (English)

listening, speaking, reading and writing through songs, stories and classroom tasks.



Spanish Language and Literacy

understanding the plot, sequencing events, retelling, describing and expressing ideas in speech and writing.



Artistic Education

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



Natural and Social Science

exploring places, journeys, the sea, ancient civilisations, cooperation and the world around us.



Values and Civic Education

reflecting on kindness, courage, respect, teamwork, responsibility and good choices.

2 KEY COMPETENCES



Linguistic Communication Competence

Pupils listen, speak, read, write, describe, answer and retell.



Multilingual Competence

Children use English in meaningful, motivating and age-appropriate situations.



Personal, Social and Learning to Learn Competence

They participate, reflect, cooperate, build confidence and become more independent learners.



Citizenship Competence

The story promotes respect, empathy, teamwork and responsible decision-making.



Cultural Awareness and Expression Competence

Theatre, music and visual activities help pupils express themselves creatively and appreciate performance.

3 WHAT PUPILS DEVELOP

- ★ understanding a longer story in sequence
- ★ recognising characters, places and their roles in the plot
- ★ using wider vocabulary related to places, adventure, feelings and values
- ★ listening carefully and following classroom instructions
- ★ speaking and writing simple ideas, opinions and descriptions in English
- ★ working in pairs or groups to solve tasks and share ideas
- ★ reflecting on values such as courage, kindness, hope and cooperation
- ★ connecting theatre with classroom learning in a meaningful way



4 TEACHING APPROACH

- ★ active and participatory learning
- ★ inclusive and age-appropriate tasks
- ★ visual support, repetition and guided language practice
- ★ links between theatre, music and classroom learning
- ★ opportunities for speaking, creativity and reflection
- ★ 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 Second Cycle of Primary Education in Andalusia.





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★ ANSWER KEY ★

Fixed-answer worksheets



This page includes the answers for the activities that have closed or fixed responses. Open-ended tasks do not need a single answer key.

1

1. MISSION TO ATLANTIS

(Worksheet 2)



1. museum
2. map
3. Atlantis
4. light
5. light
6. dock

2

2. WHO IS WHO?

(Worksheet 3)



- Mike — I clean the museum.
 Annie Bonny — I am the captain.
 John — I help Annie.
 Grace O'Malley — I want the map.
 Lady Valery — I have the map.
 Poseidon — I protect Atlantis.

3

3. PLACES IN THE STORY

(Worksheet 4)



- Top left: Museum
 Top right: The Crescent Moon
 Bottom left: The Dock
 Bottom right: Atlantis

4

4. NOT FOR

(Song Activity)



1. **Listen and circle:** target words may include light, hope, kindness, choose, gold, power and greed.
2. **Tick (✓):** choose the light; help others; not for gold; not for power.
3. **Complete:**
 We choose the light.
 The song brings hope.
 We act with kindness.



Listening answers may vary slightly depending on the classroom audio version.



No fixed answer key is needed for: *The Story*, *Vocabulary 1–4*, *Design Your Pirate Flag*, *Postcard from Atlantis*, *Draw Your Treasure Map* and *A New Adventure*, as these tasks are guided or open-ended.

