



THE LEGEND OF THE CRESCENT MOON

Primary Version

★ TEACHER'S GUIDE ★



THIRD 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 Third Cycle of Primary Education. It combines adventure, friendship, imagination, values and critical thinking through an engaging story, memorable songs and colourful characters.

This guide provides teachers with practical ideas and resources to prepare pupils before the performance, deepen their understanding afterwards and connect the experience with the 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.

CURRICULAR CONNECTIONS

ABC

LANGUAGE AND LITERATURE (English)

Oral expression, reading comprehension, creative writing, vocabulary development.



SOCIAL SCIENCES

Maps, historical periods, ancient civilisations, legends and cultures.



NATURAL SCIENCES

Sea life, ecosystems, natural elements.



CITIZENSHIP AND VALUES EDUCATION

Empathy, cooperation, kindness, respect, responsibility and positive choices.



ARTS AND CULTURE

Music, drama, dance, visual arts and creativity.



MATHEMATICS

Maps, coordinates, measurement, data (e.g. distances, population of cities).

KEY COMPETENCES: Communication in English • Social and Civic • Digital • Learning to Learn • Sense of Initiative and Entrepreneurship • Cultural Awareness and Expression.

TEACHING IDEAS AND ACTIVITIES



BEFORE THE PLAY

- Activate prior knowledge about pirates, maps and legends.
- Work with the vocabulary worksheets.
- Read the story summary and predict what will happen.
- Practise the songs.



DURING THE PLAY

- Encourage active listening and participation.
- Observe the characters, scenery and songs.
- Note key words and ideas.
- Enjoy the story and music!



AFTER THE PLAY

- Complete the after-show worksheets.
- Discuss the story, values and messages.
- Work on creative tasks (drawings, writing, postcards, maps...).
- Reflect on personal learning.



CROSS-CURRICULAR PROJECTS

- Create a class map of Atlantis.
- Write a diary entry as a character.
- Design a new treasure.
- Make a class song about values.
- Research sea animals.



A PLAYFUL, INCLUSIVE AND COMPETENCE-BASED APPROACH

- ★ Activities are adapted to the development level of the Third 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: a touch of magic can take him to distant places.

One day, Professor Donalson shows him a mysterious ship called the *Crescent Moon*, and Mike is suddenly transported to a pirate world.

There he meets Annie Bonny, the captain of the *Crescent Moon*, and John, her loyal friend. Together they begin a journey to Atlantis. Grace O'Malley wants the map for herself, but Lady Valery gives the map to Mike and his friends.

The group sails to Atlantis, where Poseidon protects the Heart of Atlantis, a magical symbol of light, hope and goodness. On the journey, the characters must make choices and decide what truly matters.

In the end, Mike chooses the light, not greed. The story reminds pupils that the real treasure is found in kindness, courage, friendship and the good values we carry inside us.



FOCUS

- following the full sequence of the plot.
- analysing characters, motives and decisions.
- identifying the symbolic meaning of the Heart of Atlantis.
- reflecting on the values presented in the story.



IDEAS TO EXPLAIN IT IN CLASS

- ★ Use the worksheet "Story Summary" as a shared reading activity.
- ★ Ask pupils to identify the setting, characters, conflict and resolution.
- ★ Create a Beginning / Middle / End story map on the board.
- ★ Discuss what each character wants and how this affects the story.
- ★ Invite pupils to predict what would happen if Mike chose greed instead of light.



ACTIVITY IDEA

Story Timeline and Values Debate

Give pupils the key scenes from the story. In pairs or small groups, they put the events in order and connect each scene with a value such as friendship, courage, kindness or responsibility.

Discussion questions:

- Why is the *Crescent Moon* important?
- What does the Heart of Atlantis represent?
- Why does Grace want the map?
- Why is Mike's final choice important?



LANGUAGE IN ACTION

Use sequencing language and opinion phrases to retell and discuss the story: *first, then, later, finally, because, in my opinion.*

Example sentences: 'First, Mike works in a museum.' 'Later, the group sails to Atlantis.' 'In my opinion, Mike is brave because he chooses the light.'





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★ VOCABULARY ★

Three student worksheets to build the key language of the play



VOCABULARY WORKSHEETS

Students work with 3 vocabulary worksheets. Each one groups key words from the play in a clear and visual way.

1 Vocabulary 1 – Places and Objects:
museum, ship, dock, sea, map, Atlantis, Heart of Atlantis, light.

2 Vocabulary 2 – Characters and Roles:
cleaner, captain, sailor, pirate, lady, professor, sea god, crew.

3 Vocabulary 3 – Story Words:
choose, sail, journey, protect, magic, believe, greed, fight.

1 Vocabulary 1

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VOCABULARY 1
Places and Objects
Read and learn.

1 museum	2 ship	3 dock	4 sea
5 map	6 Atlantis	7 Heart of Atlantis	8 light

2 Vocabulary 2

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VOCABULARY 2
Characters and Roles
Read and learn.

1 cleaner	2 captain	3 sailor	4 pirate
5 lady	6 professor	7 sea god	8 crew

3 Vocabulary 3

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VOCABULARY 3
Story Words
Read and learn.

1 choose	2 sail	3 journey	4 protect
5 magic	6 believe	7 greed	8 fight



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.
- Pause after each word so pupils can pronounce it clearly.
- Replay the audio for pair practice or quick revision.



FOCUS

- ★ listening to and pronouncing new words.
- ★ understanding vocabulary through images and short definitions.
- ★ grouping words into themes: places and objects, characters and roles, story words.
- ★ 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.
- ★ **Definition match:** read a definition and let pupils say the word.
- ★ **Category sorting:** sort words into places, characters and story words.
- ★ **Sentence builder:** pupils use 2 or 3 words to make a short sentence.
- ★ **Quick pair quiz:** one pupil says the word and the other explains or points.



ACTIVITY IDEA

Vocabulary Treasure Hunt

Place picture cards or word cards around the classroom. Pupils find a card, match it to the correct worksheet group and then use the word in a sentence. They can sort the cards into Vocabulary 1, 2 or 3.

LANGUAGE IN ACTION

Encourage short oral sentences such as:

"It is a ship."

"Annie is the captain."

"They sail to Atlantis."

"Mike chooss the light."





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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.

4 PLACES IN THE STORY (Worksheet 4)



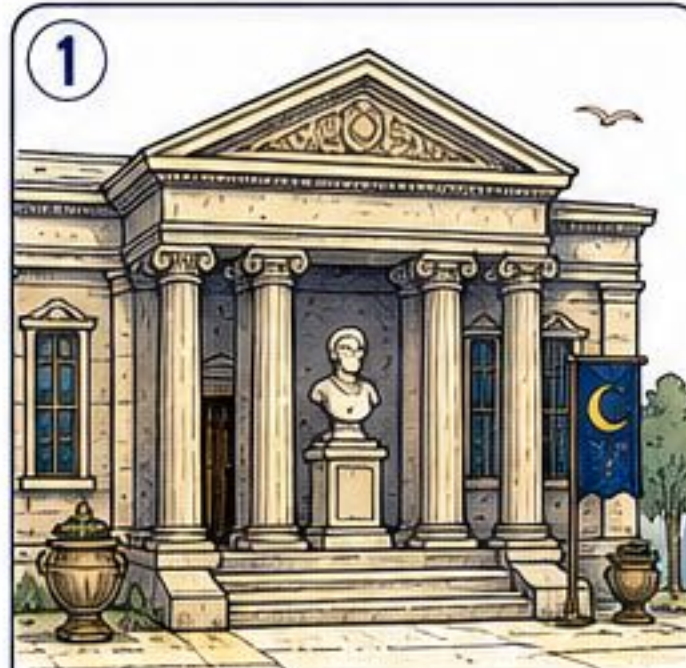
Pupils look at the four main places in the story. They learn their names, understand where they are and how they are important in the adventure.

A Read and match.

Match each place (1–4) with the sentence that describes it.

- ☐ 1. The Museum
- ☐ 2. The Crescent Moon
- ☐ 3. The Dock
- ☐ 4. Atlantis

- a. The group meets here before sailing.
- b. Mike and his friends travel on this ship.
- c. Mike works here. The adventure begins.
- d. The friends go here to find the Heart.



THE MUSEUM

Mike works here. Professor Donalson shows him the Crescent Moon.



THE CRESCENT MOON

A magical ship. Mike travels on it with his friends.



THE DOCK

This is where the group meets and says goodbye before their journey.



ATLANTIS

A city under the sea. Poseidon protects the Heart of Atlantis here.

B Complete the table.

Write the name of each place in the correct column.

Where is it?	What happens there?	Who is there?	Why is it important?

C Think and write.

Answer the questions.

- Which place do you like the most? Why?

- If you could add another place to the story, what would it be like?



TEACHING TIP

Use realia, pictures or a map to help pupils understand each place. Ask them to act out short dialogues: "Where are we?". "We are at the dock."





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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*. They help pupils reinforce vocabulary, improve pronunciation and listening, explore emotions and values, and understand the story more deeply.

★ 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 can be worked on 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 confidence, participation and active response.
- They make values such as 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 or describe 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 or describe yourself as a pirate.

Classroom ideas:

- Use gestures and mime to act out the song.
- Encourage pupils to use phrases such as "I dream of..." and "I want to..."
- Connect the song with adventure and imagination.

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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 values.

How to use it:

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

Classroom ideas:

- Sing the song more than once and discuss its meaning.
- Compare good choices with greed and selfishness.
- 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, practise pronunciation, invite pupils to listen actively and respond in English, and use the lyrics to discuss meaning, values and character choices. Although this page highlights *Pirate Dream* and *Not For*, all the songs can support classroom learning.





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★ AFTER THE PLAY ACTIVITIES ★

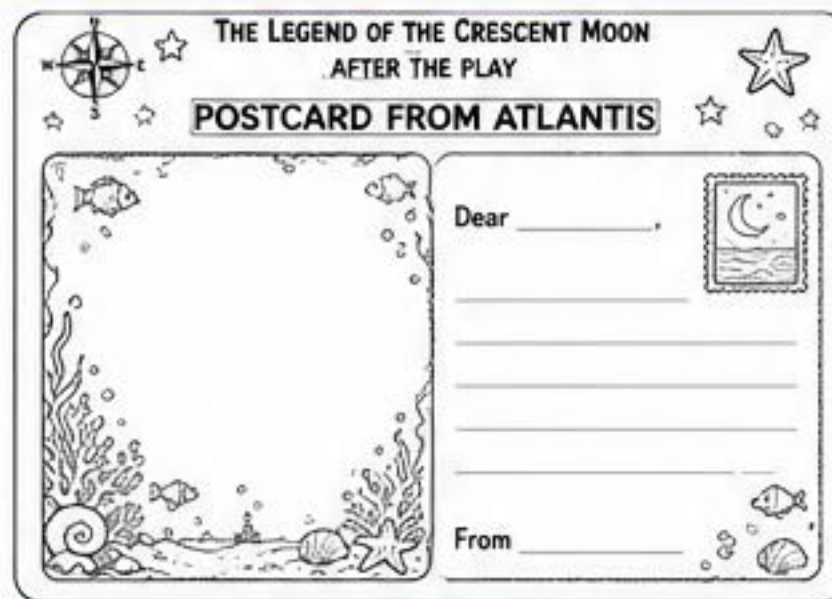
How to use the post-show worksheets in class



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 POSTCARD FROM ATLANTIS (Worksheet 5)

Pupils write and draw a postcard from Atlantis. They use greetings, describe the place and share what they have discovered.



IDEAS TO USE IN CLASS

- ★ Display the postcards in the classroom.
- ★ Read some of them aloud.
- ★ Write answers to the postcards.



2 IMAGINE ATLANTIS (Worksheet 6)

Pupils imagine Atlantis after the story and draw their own underwater city. They add details and label them.



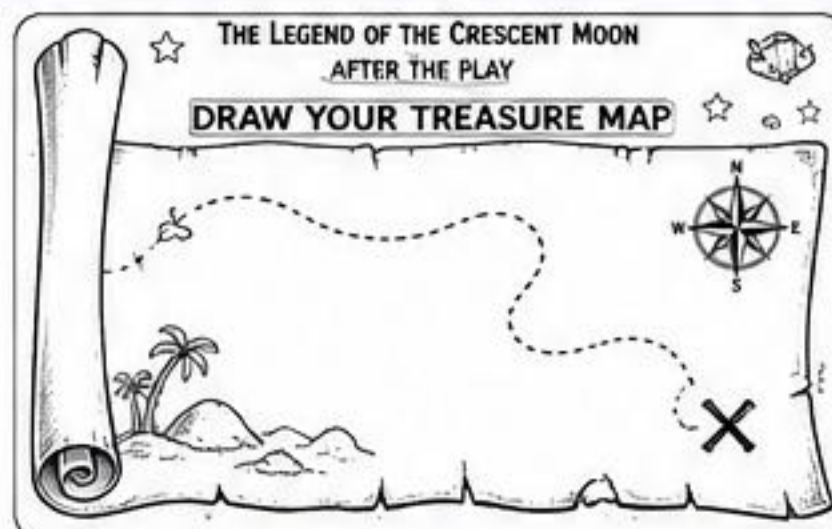
CLASSROOM IDEAS

- ★ Create an Atlantis gallery.
- ★ Ask pupils to explain their drawings to a partner.
- ★ Compare different ideas and vote for the most creative one.



3 DRAW YOUR TREASURE MAP (Worksheet 7)

Pupils design a treasure map. They add a route, clues and an X marking the treasure.



HOW TO USE

- ★ Share the maps in small groups.
- ★ Exchange maps and find the treasure!
- ★ Practise giving directions using: first, then, next, later, finally.



4 A NEW ADVENTURE (Worksheet 8)

Pupils write and illustrate a new adventure for Mike, Annie, John and their friends.



FOCUS

Creativity and storytelling.

- ★ Using past simple to write the story.
- ★ Sharing stories to build confidence.



LANGUAGE IN ACTION

Encourage pupils to use sequencing and opinion phrases:

First, we...
Then, they...

After that,
they...

Finally,
we...

In my opinion,
Mike is...



SHARING IDEAS

Let's share our work!
What did you enjoy most?





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★ CURRICULAR CONNECTIONS ★

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

1 AREAS OF LEARNING

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



Foreign Language (English)

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



Spanish Language and Literature

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 Third Cycle of Primary Education in Andalusia.



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★ ANSWER KEY ★

Fixed-answer worksheets and song activities



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. captain
3. map
4. Atlantis
5. Heart of Atlantis
6. light

2

2. WHO IS WHO? (Worksheet 3)



1. Mike
2. Annie Bonny
3. John
4. Grace O'Malley
5. Lady Valery
6. Poseidon

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. PIRATE DREAM (Song Worksheet)



1. Listen and circle: ship, treasure, storm, flag.
2. Tick: pirate hat, treasure chest, island, crew.
3. Draw yourself as a pirate: open response.

5

5. NOT FOR (Song Worksheet)



1. Listen and circle: light, hope, kindness, gold, power, greed, choose.
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.

No fixed answer key is needed for: *Story Summary*, *Vocabulary 1*, *Vocabulary 2*, *Vocabulary 3*, *Vocabulary 4*, *Postcard from Atlantis*, *Imagine Atlantis* and *Draw Your Treasure Map*, as these tasks are guided or open-ended.

