TEACHER'S GUIDE

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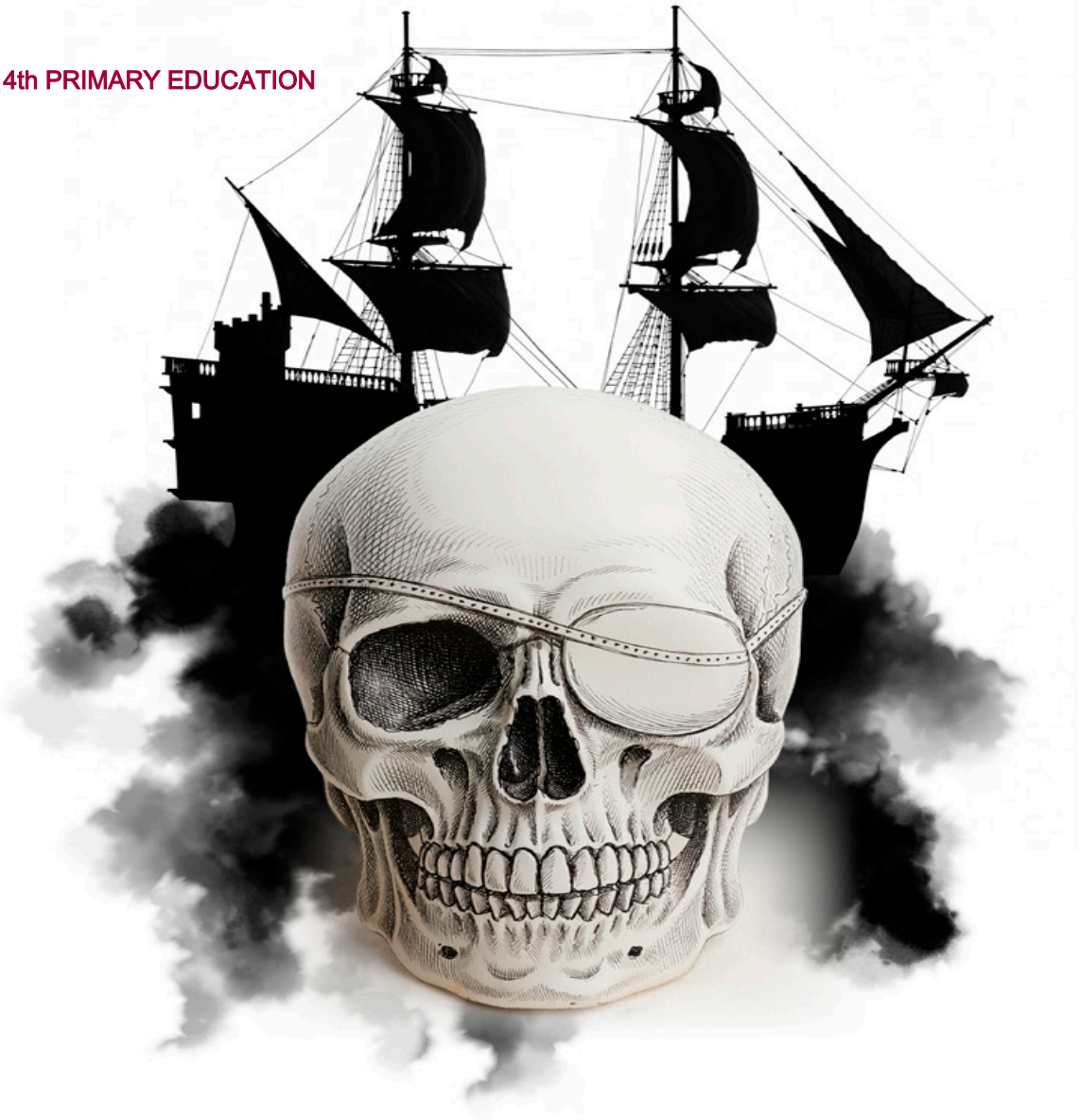
Proyecto didáctico

PIRATES

3rd & 4th PRIMARY EDUCATION



PIRATES

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1. JUSTIFICATION OF THE PROPOSAL

THEATRE AS AN INTEGRATED LEARNING CONTEXT

The performance offers a meaningful context for developing communicative competence in English through narrative comprehension, inference, interaction and reflection. The materials prepare students for the story without revealing its resolution, and later promote evidence-based interpretation.

THEMATIC FOCUS

PIRATES follows Shelly, Howie and Raj, three young members of a pirate club. Their search for Captain Bookworm's treasure requires them to solve riddles, overcome imaginary lava and collaborate with the audience. The central educational themes are teamwork, courage, curiosity, problem-solving and respect for different strengths.

LEVEL AND SCOPE

Designed for 1st and 2nd years of Spanish compulsory secondary education (ESO), with adaptable language support. The workbook is in English and contains five pre-performance and three post-performance activities.

2. LEARNING OBJECTIVES

GENERAL OBJECTIVES

Develop reading, listening, speaking and writing in an authentic cultural context. Interpret a dramatic narrative and its characters. Express and justify personal opinions. Participate cooperatively and respectfully in pair and group tasks.

SPECIFIC OBJECTIVES

Identify the protagonists and infer personality traits. Understand key vocabulary related to pirate adventures. Extract explicit information from a synopsis. Solve riddles using contextual clues. Formulate predictions with will, might and could. Sequence events from a performance. Discuss bravery, leadership and cooperation using textual or dramatic evidence. Produce a coherent
80–100-word review.

COMPETENCES

Linguistic communication; plurilingual competence; personal, social and learning-to-learn competence; cultural awareness and expression. These are pedagogical alignments rather than an exhaustive official curriculum mapping.

3. METHODOLOGY

SEQUENCING

Session 1 (before): activities 1–3, with guided reading, vocabulary work and short writing. Session 2 (before): activities 4–5, focused on riddles, predictions and collaborative discussion. Session 3 (after): activities 6–8, focused on recall, argumentation and a short written review.

RECOMMENDATIONS

Use flexible grouping and allow oral rehearsal before writing. Pre-teach essential vocabulary only when necessary. Avoid disclosing the solutions to the dramatic challenges before the performance. The teacher's copy includes suggested answers; open-ended items should be evaluated for coherence and evidence, not for agreement with a single interpretation.

MATERIALS AND ASSESSMENT

Print one student workbook per learner. Use the play as the common reference; optionally replay short passages or songs where available. Assess comprehension, grammatical clarity, participation, respectful interaction and the quality of reasons offered in writing and discussion.

4. ACTIVITIES AND COMPETENCIES

SEQUENCE

BEFORE	1	**Who Is Who?** Reading / writing
BEFORE	2	**The Secret Map** Reading comprehension
BEFORE	3	**Pirate Words in Action** Vocabulary / writing
BEFORE	4	**The Riddle Challenge** Reading / inference
BEFORE	5	**Our Pirate Plan** Speaking / predictions
AFTER	6	**Put the Adventure in Order** Narrative sequencing
AFTER	7	**A Stronger Crew** Critical thinking / speaking
AFTER	8	**My Theatre Review** Written expression

Suggested timing: 3 sessions of approximately 55–60 minutes.

B SESSION 1: MEET THE PIRATE CREW

ACTIVITY 1: Who Is Who?

Read the descriptions. Write the correct name (Shelly, Howie or Raj). Then describe two differences between the characters.

SHELLY HOWIE RAJ

A. The captain who enjoys science and organising the mission. _____

B. The co-captain who sometimes feels worried. _____

C. The navigator who loves adventure. _____

Compare two characters. Use but or while.

_____

_____

_____

B

SESSION 1: MEET THE PIRATE CREW

ACTIVITY 2: The Secret Map

Read the text and answer the questions in complete sentences.

A PIRATE DISCOVERY

Raj finds an old map inside a history book in the school library. The legend says that Captain Bookworm hid treasure in Skull Cave. A spell protects the cave, and only pirates who solve the puzzles can discover the treasure. Shelly wants to plan the mission carefully. Howie feels nervous about entering a dark cave.

1. Where does Raj discover the map?

2. Who hid the treasure?

3. What must the pirates do to find it?

4. Why do Shelly and Howie react differently?

B

SESSION 1: MEET THE PIRATE CREW

ACTIVITY 3: Pirate Words in Action

Complete each sentence using the word bank. Then write two sentences of your own.

WORD BANK

crew • map • cave • treasure • key • sword

1. A pirate _____ works together.

2. A _____ shows where to go.

3. The _____ is dark and mysterious.

4. The pirates hope to discover _____.

5. A _____ can open a locked chest.

6. A pirate may carry a _____.

YOUR OWN SENTENCES

_____

_____

_____

_____

B

SESSION 2: PREPARE FOR THE ADVENTURE

ACTIVITY 4: The Riddle Challenge

Read the clues. Write your answer and underline the words that helped you.

RIDDLE 1

I am made of paper. I have pages and tell stories. What am I?Answer:

_____ Clue: _____

RIDDLE 2

I am bright and round. I shine in the sky and give you light. What am I?Answer:

_____ Clue: _____

RIDDLE 3

I can show a route. A red X marks a secret place. What am I?

Answer: _____ Clue: _____

Why is it important to look for clues?

_____

_____

B SESSION 2: PREPARE FOR THE ADVENTURE

ACTIVITY 5: Our Pirate Plan

Imagine the following problems. Work with a partner and predict a solution. Use will, might or could.

CHALLENGE 1: THE FIRST BOX

Three riddles protect the pirate hats and shirts.
Our prediction:
_____

CHALLENGE 2: THE LAVA ROOM

The crew must cross without touching the imaginary lava. Our prediction: _____

CHALLENGE 3: THE FINAL BOX

Four coloured buttons protect a golden key.
Our prediction:
_____

TEAM QUESTION: How can everyone help?

_____

_____

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 6: Put the Adventure in Order

Number the events from 1 to 7. Then explain which moment you remember best.

[ ] The crew finds a golden key.

[ ] Raj discovers Captain Bookworm's map.

[ ] The pirates solve the first three riddles.

[ ] The treasure is finally revealed.

[ ] The pirates cross the imaginary lava.

[ ] The audience helps with the coloured buttons.

[ ] The pirates enter Skull Cave.

My favourite moment was ... because ...

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 7: A Stronger Crew

Read each statement. Choose your opinion and give one example from the play.

1. **Shelly is a good leader because she helps her friends.**

AGREE [ ] DISAGREE [ ]

2. **Howie can be brave even when he feels afraid.**

AGREE [ ] DISAGREE [ ]

3. **Raj brings useful ideas to the group.**

AGREE [ ] DISAGREE [ ]

4. **Working together is more important than finding treasure.**

AGREE [ ] DISAGREE [ ]

DISCUSS: What makes a good teammate?

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 8: My Theatre Review

Write a short review of the play (60–80 words). Describe a character, choose a memorable moment and explain whether you would recommend the performance.

USEFUL EXPRESSIONS

I enjoyed ... / My favourite character was ... / The funniest moment was ... / I learned that ... / I would recommend the play because ...

MY REVIEW

CHECK: Opinion [ ] Example [ ] Linking word [ ] Spelling [ ]

ANSWER KEY AND TEACHING NOTES

ACTIVITY 1

A = Shelly; B = Howie; C = Raj. Accept accurate comparisons, e.g. Shelly likes planning, while Raj prefers adventure.

ACTIVITY 2

1. Inside a history book in the school library. 2. Captain Bookworm. 3. They must solve puzzles. 4. Shelly wants to organise the mission, while Howie is worried about the dark cave.

ACTIVITY 3

1. crew; 2. map; 3. cave; 4. treasure; 5. key; 6. sword. Accept meaningful original sentences.

ACTIVITY 4

1. A book; 2. The sun; 3. A treasure map. Accept clues that correctly support each answer.

ACTIVITY 5

Predictions are open responses. Check suitable use of will, might or could and cooperative reasoning. Do not provide the actual solutions before the show.

ANSWER KEY AND ASSESSMENT

ACTIVITY 6

Correct order for the printed list: 6, 1, 3, 7, 4, 5, 2. Accept a justified favourite moment.

ACTIVITY 7

Responses are open. Pupils should connect each opinion to an observed action: Shelly plans, Howie faces fear, Raj contributes enthusiasm, and the team benefits from cooperation.

ACTIVITY 8

Review: 60–80 words. Check for an opinion, character description, specific scene, recommendation, coherence and appropriate vocabulary.

SUGGESTED FORMATIVE ASSESSMENT

- Understanding of story and vocabulary — 35%Clarity
- of oral and written English — 30%Reasons and
- examples — 20%Cooperation and respectful
- participation — 15%

These percentages are optional teaching guidance, not official assessment criteria. Provide additional scaffolding for pupils who need it and reward progress in communication.