TEACHER'S GUIDE

recursos

Proyecto **didáctico**

PIRATES

5th & 6th PRIMARIY EDUCATION

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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	**Meet Shelly, Howie and Raj** Reading / writing
BEFORE	2	**The Lost Treasure Map** Reading comprehension
BEFORE	3	**A Pirate Vocabulary Challenge** Vocabulary / writing
BEFORE	4	**The Three Riddles** Reading / inference
BEFORE	5	**Pirate Mission: Plan and Predict** Speaking / predictions
AFTER	6	**Reconstruct the Adventure** Narrative sequencing
AFTER	7	**The Power of Teamwork** Critical thinking / speaking
AFTER	8	**Review the Play** Written expression

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

B

SESSION 1: MEET THE PIRATE CREW

ACTIVITY 1: Meet Shelly, Howie and Raj

Read the character descriptions. Match each description to the correct pirate. Then write three comparative sentences about their personalities.

SHELLY HOWIE RAJ

A. The enthusiastic captain who loves science and making plans.

B. The adventurous navigator who wants to discover treasure.

C. The funny co-captain who often worries about danger.

1. A = _____ B = _____ C = _____

2. Compare two characters. Use but, while or whereas.

_____

_____

_____

B

SESSION 1: MEET THE PIRATE CREW

ACTIVITY 2: The Lost Treasure Map

Read this short introduction adapted from the script. Answer the questions using complete sentences.

Raj discovers an old map hidden inside a history book in the school library. According to the legend, Captain Bookworm hid a treasure chest in Skull Cave, near the park. The cave is protected by a spell: only clever pirates who solve its puzzles can find the treasure. Shelly wants to organise the mission, but Howie is worried about the dark cave.

1. Where does Raj find the map?

2. Who hid the treasure, according to the legend?

3. Why is the cave difficult to enter?

4. How do Shelly and Howie react to the mission?

B

SESSION 1: MEET THE PIRATE CREW

ACTIVITY 3: A Pirate Vocabulary Challenge

Complete the sentences with the words in the box. Then create your own pirate riddle.

crew • treasure • cave • sword • key • map

1. The pirates follow a _____ to discover a secret place.

2. The _____ is dark and full of puzzles.

3. The brave _____ must work together.

4. A _____ opens a locked chest.

5. The pirates search for hidden _____.

6. They need a _____ for their adventure.

WRITE YOUR OWN RIDDLE

Describe an object without naming it. End with “What am I?”

_____

_____

_____

_____

B

SESSION 2: PREPARE FOR THE ADVENTURE

ACTIVITY 4: The Three Riddles

Read the riddles from the adventure. Write the answers and explain which clues helped you.

RIDDLE 1

I have no legs, but I can run. I have no tongue, but I tell stories. I am made of paper.

Answer: _____ Clue: _____

RIDDLE 2

I am big and round in the sky. I am hot, yellow and give you light.

Answer: _____ Clue: _____

RIDDLE 3

I am made of paper. I have a big red X and show where the treasure is.

Answer: _____ Clue: _____

CHALLENGE: Why are observation and reasoning useful?

_____

_____

B

SESSION 2: PREPARE FOR THE ADVENTURE

ACTIVITY 5: Pirate Mission: Plan and Predict

Before watching the play, study the three challenges and predict how the characters might solve them. Use will, might or could.

1. THE FIRST BOX

Three riddles guard the pirate hats and shirts.

Our prediction:

_____

2. THE LAVA ROOM

The crew must cross without touching the floor.

Our prediction:

_____

3. THE FINAL BOX

Four coloured buttons protect a golden key.

Our prediction:

_____

TEAM QUESTION: What makes a good leader?

_____

_____

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 6: Reconstruct the Adventure

Put the events in the correct order (1–7). Then explain which event changes Howie's confidence.

[ ] The crew unlocks the sword with help from the audience.

[ ] Raj finds Captain Bookworm's map.

[ ] The pirates open the first box by solving three riddles.

[ ] The final box opens and the treasure is revealed.

[ ] The pirates cross the imaginary lava room.

[ ] The audience names four colours to reveal the key.

[ ] The pirates enter Skull Cave.

Which moment shows Howie becoming more confident? Explain.

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 7: The Power of Teamwork

Read each statement. Decide whether you agree or disagree. Support your opinion with evidence from the performance.

1. **Shelly is an effective leader because she listens to others.** performance.

AGREE [ ]DISAGREE [ ]

2. **Howie is brave even though he feels afraid.**

AGREE [ ] DISAGREE [ ]

3. **Raj helps the group, but sometimes interrupts his friends.**

AGREE [ ] DISAGREE [ ]

4. **The treasure matters more than the journey.**

AGREE [ ] DISAGREE [ ]

DISCUSSION: Can people be courageous and frightened at the same time?

A

SESSION 3: AFTER THE PERFORMANCE

ACTIVITY 8: Review the Play

Write a short review (80–100 words). Include your opinion, a description of a character, a memorable scene and a recommendation.

USEFUL LANGUAGE

In my opinion... / The most memorable moment was... / I admired... because... /

Although... / I would recommend this play to...

MY REVIEW

Self-assessment: I explained my opinion [ ] I gave examples [ ] I used

linking words [ ] I checked spelling and punctuation [ ]

ANSWER KEY AND TEACHING NOTES

ACTIVITY 1 – CHARACTERS

A = Shelly; B = Raj; C = Howie. Example: Shelly is organised, whereas Raj is more impulsive. Accept other comparisons consistent with the script.

ACTIVITY 2 – MAP

1. In a history book in the school library. 2. Captain Bookworm. 3. A spell protects it, and the pirates must solve puzzles. 4. Shelly wants to plan the adventure; Howie is frightened of the dark cave.

ACTIVITY 3 – VOCABULARY

1. map; 2. cave; 3. crew; 4. key; 5. treasure; 6. sword. The original riddle is an open response; check the clarity and adequacy of clues.

ACTIVITY 4 – RIDDLES

1. A book (paper and stories); 2. The sun (round, hot, yellow and gives light); 3. A treasure map (paper, a red X and the treasure location). Accept reasonable interpretations of why observation and reasoning are useful.

ACTIVITY 5 – PREDICTIONS

Open answers. Students should use will, might or could appropriately. The script later reveals: riddles unlock costumes; the team crosses the lava by stepping on safe imaginary stones; the audience names red, blue, yellow and green to unlock the final key. Do not reveal these outcomes before the show.

ACTIVITY 6 – SEQUENCE

Order for the printed list: 5, 1, 3, 7, 4, 6, 2. Howie gains confidence when he crosses the lava and participates in the group’s success; accept other justified examples.

ANSWER KEY AND TEACHING NOTES

ACTIVITY 7 – TEAMWORK

Open answers supported by the play. Shelly plans and encourages; Howie experiences fear yet acts; Raj brings initiative but sometimes interrupts; the conclusion values science, English and teamwork. Different positions are acceptable when supported with examples.

ACTIVITY 8 – REVIEW

Open 80–100-word response. Check inclusion of opinion, character, memorable scene and recommendation. Assess organisation, vocabulary, linking words, grammar and relevance to the performance.

SUGGESTED ASSESSMENT CRITERIA

Comprehension and accuracy (30%); relevance and evidence (25%); clarity of oral/written expression (25%); collaboration and respectful participation (20%). These percentages are optional classroom guidance, not an official assessment prescription.