

Study Guide
Las Asombrosas Aventuras de
Robinson Crusoe



(The Amazing Adventures of
Robinson Crusoe)

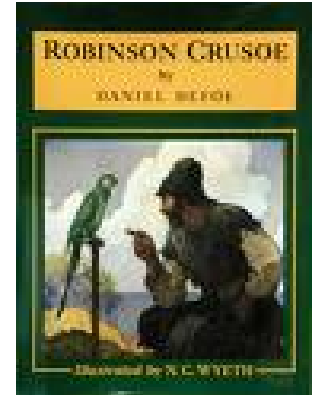
Table of Contents

History and Synopsis of the Novel	3
Vocabulary Words by Grade Level	4
Tongue-Twisters	6
Classroom Activities	7



History & Synopsis of the Novel

Robinson Crusoe was one of the first novels ever written. It was written in 1719 by Daniel Defoe, and was based on the real story of an English sailor named William Selkirk who lived for awhile on a deserted island in the Pacific Ocean. Unlike Robinson Crusoe, Mr. Selkirk chose to leave his ship and be put on the island. After his rescue and return to England, Daniel Defoe heard about Mr. Selkirk and interviewed him about his adventures. Mr. Selkirk's stories became the basis for Defoe's novel.



Robinson Crusoe was born in a rich family. He decides to go to sea, against his parents' wishes. He has only bad luck on his ship, which meets pirates and gets tossed around by storms. Finally, the ship is shipwrecked, and Crusoe finds himself on a deserted island off the coast of South America.

Later, after he has figured out how to survive and how to make bread from wheat he discovers growing wild, he finds out that the island isn't deserted after all, but is inhabited by cannibals.

One day he sees some footprints in the sand. Crusoe follows the footprints and discovers natives about to cook some prisoners they have captured. One of the prisoners escapes and Crusoe rescues him. Crusoe calls the person his "Man Friday" because he rescued him on a Friday.

Together, they have many adventures on the island, and are finally rescued by a ship going to England after 28 years.

Spanish Vocabulary Words by Grade Level

Pre-K through First Grade

alto (ALL-toe)	tall	manos (MAH-nose)	hands
amarillo (ah-mah-REE-yoh)	yellow	manzano (mahn-THAHN-oh) ...	apple tree
amigo (ah-ME-go)	friend	mar (MAR)	sea
bajo (BAH-ho)	short	música (MOO-see-ka)	music
baño (BAH-nio)	bath	naranja (nah-RAHN-ha)	orange
barco (BAR-co)	ship	nariz (nah-REETH)	nose
boca (BOW-cah)	mouth	noche (NO-chay)	night
cabeza (cah-BAY-tha)	head	olas (OH-lahs)	waves
caminar (cah-me-NAR)	to walk	ojos (OH-hose)	eyes
cantar (can-TAR)	to sing	oreja (oh-RAY-hah)	ear
cara (CAR-rah)	face	pequeña (pay-KAY-nia)	little
cuidado (kwee-DAH-dough) ...	careful	pies (pea-ACE)	feet
día (DEE-ah)	day	sol (SOLE)	sun
Enero (en-AIR-row)	January	sombrero (sohm-BRAY-row) ...	hat
flaco (FLAA-co)	thin	tonto (TONE-toe)	silly
fuerte (foo-AIR-tay)	strong	vida (VEE-dah)	life
gordo (GORE-dough)	fat	viento (vee-EN-toe)	wind
isla (EES-lah)	island	Viernes (vee-AIR-ness)	Friday
luna (LOO-nah)	moon		

Second through Fourth Grade

alrededor (al-ray-day-DOOR) ...	around	luchando (loo-CHAN-dough) ...	fighting
ancla (AHN-clah)	anchor	madera (ma-DARE-ah)	wood
arena (ah-RAY-nah)	sand	maestro (mah-ACE-trow)	master
aventuras (ah-ven-TOUR-ahs) ...	adventures	marinero (mar-ee-NAIR-oh)	sailor
capitán (cah-pea-TAHN)	captain	montaña (moan-TAH-nia)	mountain
capítulo (cah-PEA-too-low)	chapter	papagayo (papa-GUY-yo)	parrot
contra (CONE-trah)	against	payaso (pai-AH-so)	clown
cocinero (coh-see-NAIR-oh)	cook	planchar (plahn-CHAR)	to iron
crecer (cray-SAIR)	to grow	pruebas (pru-AI-bahs)	tests
escalera (es-call-AIR-ah)	ladder/stairs	silbando (sil-BAHN-dough)	whistling
escena (ace-SANE-ah)	scene	subir (sue-BEER)	to climb
espalda (ace-PALL-dah)	back	tela (TAY-la)	cloth
grito (GREE-toe)	shout/yell	temer (tay-MARE)	to be afraid of
historia (ees-TORE-ee-ah)	story	tierra (tea-ERR-ah)	land
inteligente (een-tell-ih-HEN-tay) ..	intelligent	viajar (vee-ah-HAR)	to travel
lección (less-ee-OWN)	lesson	voluntario (voe-loon-TAR-ee-oh) ..	volunteer
lengua (LENG-gwa)	tongue	volver (vole-VAIR)	to return
levantarme (lay-van-TAR-may) ..	to get up		

Fifth through Seventh Grade

a babor (ah bah-BORE)	to port	ocultar (oh-cool-TAR)	to hide from
a estribor (ah es-tree-BORE)	to starboard	orilla (oh-REE-ya)	sea shore
aferrado (ah-fair-RAH-dough)	stubborn	oscurecer (ohs-coor-ray-SAIR) ...	to get dark
agotar (ah-go-TAR)	to exhaust	proveer (pro-vay-AIR)	to provide
amarrado (ah-mar-AH-dough) .	to moor (boat)	puntiaguda (poon-tea-ah-GOOD-ah)	sharp-pointed
a propósito (ah pro-POE-see-toe) .	by the way	quitasol (KEY-tah-SOL)	parasol
asombrosas (ah-soam-BROH-sas)	amazing	ramas (RAH-mahs)	branches
azul marino (ah-THUL mah-REE-no)	navy blue	relajada (ray-la-HAH-dah)	relaxed
ballena (bah-YEA-na)	whale	remero (ray-MARE-oh)	rower
batirse (bah-TIER-say)	to be beaten	petiso (pay-TEA-sow)	small, chubby
candidato (can-dee-DOT-oh)	candidate	salvaje (sal-VAH-hay)	savage
catalejo (cat-ah-LAY-ho)	spyglass	simpático (sim-PAH-tea-coh)	likeable
celular (say-loo-LAR)	cell phone	soplar (sow-PLAR)	to blow
cosecador (co-say-chah-DOOR)	harvester	sortear (sore-tay-ARE)	to raffle
equilibrada (ai-key-lee-BRA-dah)	balanced	sucumbir (sue-coom-BIER)	to give up
espléndido (es-PLAIN-dee-dough)	splendid	tempestad (tem-pay-STAHAD)	storm
fortaleza (for-tah-LAY-tha)	fortress	tener cosquillas (tay-NAIR cos-KEY-yahs)	to be ticklish
horizonte (hor-ee-THONE-tay) ...	horizon	timón (tea-MOAN)	rudder
huella (oo-AA-ya)	footprint	trepar (tray-PAR)	to climb
hundimos (oon-DEE-mohs)	we sink	turista (tour-EES-tah)	tourist
mochila (moh-CHEEL-ah)	backpack	turquesa (tour-KAY-sah)	turquoise
mudo (MOO-dough)	speechless	valija (vah-LEE-ha)	suitcase
navegar (nav-ai-GAR)	to navigate	voltear (vole-tay-ARE)	to tumble
nubarrones (new-bar-ROAN-es) .	storm clouds	zarpar (thar-PAR)	to set sail
ocioso (oh-see-OH-so)	lazy		

Classroom Activities by Grade Level

Pre-K through First Grade

Pre-Performance

Arts/Crafts/Cooperation: Have children create a ship (“un barco” – see vocabulary) out of one or several large cardboard boxes. Have them decorate their “barco” with crayons, markers or paint, adding whatever special touches they, and you, decide on (glitter, sequins, cut-out shapes, etc.). After the “barco” is finished, have them vote on a name for it and have a special “christening” ceremony. The “barco” can become a special play place (until it falls apart).

Language Skills/Rhythm Skills: Using the vocabulary words associated with anatomy (highlighted in red in the vocabulary list), create a special rhythm while pointing to or patting each body part (i.e., “ca-be-za, ca-be-za...”). Combine words to create more intricate rhythms while challenging children to remember which body part is next.

Opposites/Language Skills: Many of the vocabulary words are opposites (highlighted in blue). Using the words in both English and Spanish, find items in your classroom that demonstrate opposites (a doorway is “alto” while a floor pillow may be “bajo”).

Post-Performance

Memory Skills/Storytelling/Language Skills: Ask students to remember the play they just saw and tell the story back. Different students can pick up the story as it goes along. What parts were most memorable? What parts did they like best? Was there any part they didn’t like? Was there a specific part that was “muy tonto” (very silly)?

Language Skills/Art/writing: Ask students to draw a picture of something in the play and write about it (to the best of their ability) below the drawing. Have them practice signing their name to the drawing. Teatro de la Luna would love to see these pictures!

Language Skills/Listening: Ask your librarian to recommend one or two books about the ocean and read them to the children. Ask the children if the ocean talked about in the books seems different than Robinson Crusoe’s ocean.

Second through Fourth Grade

Pre-Performance

Language Skills/Creative Writing/Penmanship: Put all the vocabulary words in a hat. Ask students to, either individually or in groups, pick out three words from the hat and write a short story involving all three words, either in Spanish or English.

Imagination/Cooperation: Bring in several long lengths of “tela” (cloth) and ask students in groups to use the cloth as something; possibly a river, a costume, a tent, etc. Encourage them to be creative.

Language Arts/Creativity/Sentence Structure: Select ten students to be “papagayos” (parrots). Each papagayo is taught one vocabulary word. Ask students to have the papagayos say their words in differing orders, trying to make sense.

Post-Performance

Writing/Memory/Cooperation: Ask students to write a summary of the play either in groups or singly. Have selected students read their summaries. After all the summaries have been read, ask students if any parts have been left out, and what.

Art/Creative Writing/Penmanship: Ask students to draw a scene from the play and describe it in writing. Teatro de la Luna would love to see these pictures!

Art/Cooperation/Creativity: Have groups of students create models of boats, ships or rafts out of found objects (twigs, candy wrappers, etc.).