



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book Five...In the Caribbean

The Adventures of Archibald and Jockabeb chronicle two young brothers as they grow up experiencing one fantastic adventure after another—oftentimes dangerous and always exciting. The nine book series also showcases the classic struggle between the forces of good and evil.

When the boys' first great adventure begins to unfold, they are twelve and eleven years old. Over the ensuing years, they learn much from their incredible encounters with a host of truly memorable characters—some good, some very bad; some human, some anything but; some from this world, and some otherworldly beyond belief.

The stories are set in the latter part of the 20th century—a simpler time before cell phones, the internet, and social media became part of everyday life.

We wanted to make *The Adventures of Archibald & Jockabeb* a unique and memorable set of books to be enjoyed by young and old alike. We hope that children and adults will have half the fun reading the books as we had writing and illustrating them -- and if that happens, we'll consider our efforts worthwhile. "So," as Archibald and Jockabeb like to say, "may the magic of the blue feather be with you!"

Art Collins & KC Collins



Lesson Plans:

Lesson #1: Pre-reading (Prediction)

Lesson #2: Introduction (Pages 1-12)

Lesson #3: Chapter #1 (Pages 13-40)

Lesson #4: Chapter #2 (Pages 41-79)

Lesson #5: Chapter #3 (Pages 80-125)

Lesson #6: Epilogues (Pages 126-133)

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NOTE: This guide is designed to give teachers and parents a general framework from which to focus on basic reading comprehension skills*, the traditional literary elements of narrative text**, and vocabulary development. The guide includes the use of a journal as a writing extension of the reading experience. Again, this guide presents only a framework, and it is highly recommended that parents and teachers modify it based on the age and fluency level of the reader(s).

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***Basic Reading Comprehension Skills...**

- Finding Main Idea
- Recalling Facts & Details
- Understanding Sequence
- Recognizing Cause & Effect
- Comparing & Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Facts Vs. Opinion
- Drawing Conclusions & Inferencing
- Author's Purpose
- Understanding Figurative Language
- Summarizing

****Literary Elements of Narrative Text...**

- Characters
- Setting
- Problem
- Solution
- Plot

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Book Five: In the Caribbean **Lesson #1: Pre-reading (Prediction)**

Step One: Ask the reader(s) to write words that describe what they think make a good adventure story. Discuss their responses. **(Activating Previous Knowledge)**

_____	_____
_____	_____
_____	_____

Step Two: Ask the reader(s) to take a few minutes to think about the title of the book and quickly skim through the book, looking at the chapter titles and illustrations.

Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. **(Prediction)**

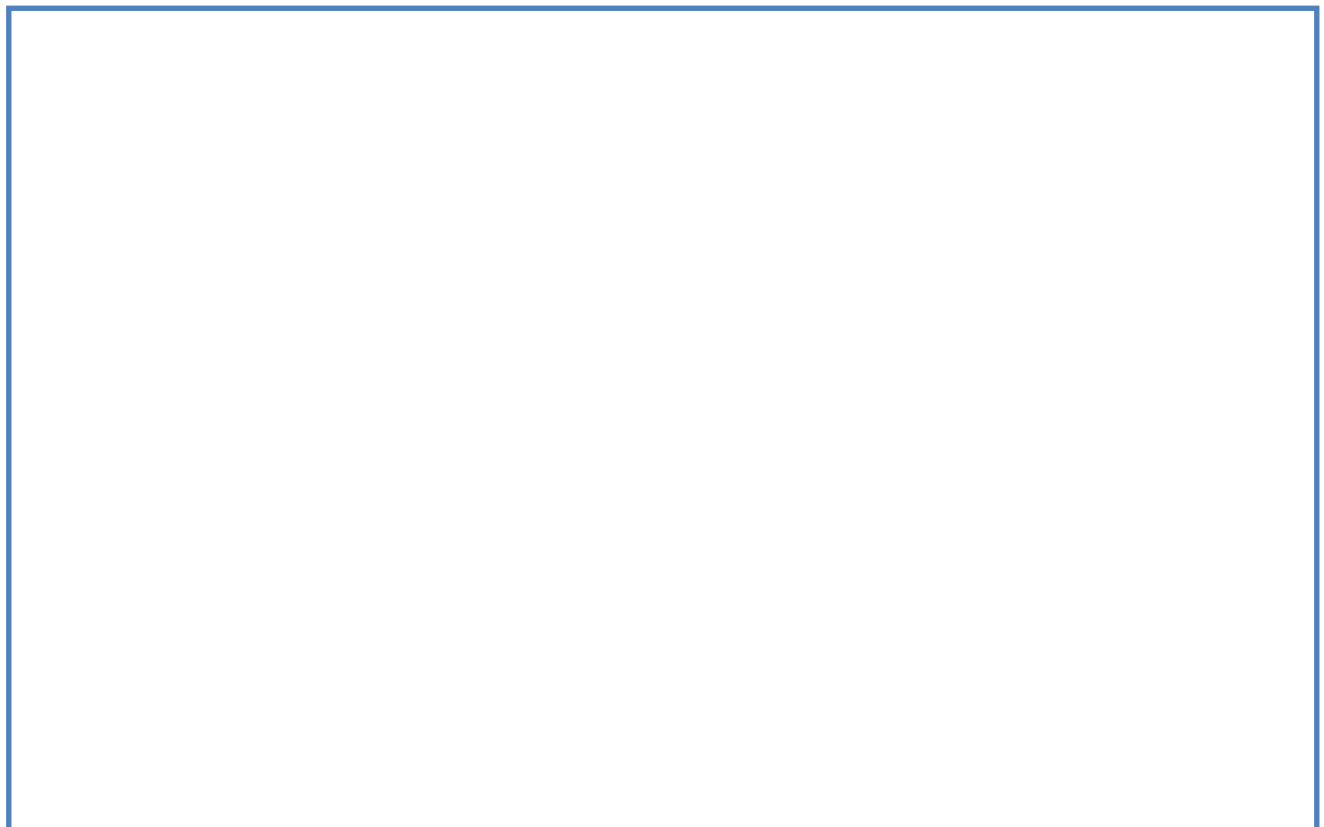
Step Four: Have the reader(s) share their predictions. It is important to ask the reader(s) to explain what in the book or drawings led them to make their specific predictions.

Step Five: Lead a discussion about the literary elements of a narrative story (characters, setting, problem, solution, and plot). **(Literary Elements)** Explain that all narrative stories contain these basic elements. When reading this story, as well as any other narrative text, it is important to concentrate on these elements.

Step Six: Read the author's and illustrator's biography and discuss what the basic reason was that led the author to write the story (to entertain). **(Author's Purpose)**

Step Seven: Ask the reader(s) to write a paragraph or two describing an adventure they have had with their friends (**Text to Self**). The reader(s) may then illustrate the setting of their adventure. (**Visualize**)

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Book Five: In the Caribbean

Lesson #1: Introduction (Pages 1-12)

Vocabulary: Ask the reader(s) to write down what they believe the words mean as they come across them while reading the introduction (Pages 1-12). (**Meaning in Context**)

reluctantly, perilous, ultimately, scorching, unrelenting, recounted, perplexing, far-fetched, desolate, veracity, destined, emerging, astonishing, engulfed, stalked, baffling, parchment, medallion, inverted, momentous

Step One:

Reluctantly: _____
perilous: _____
ultimately: _____
scorching: _____
unrelenting: _____
recounted: _____
perplexing: _____
far-fetched: _____
desolate: _____
veracity: _____
destined: _____
emerging: _____
astonishing: _____
engulfed: _____
stalked: _____

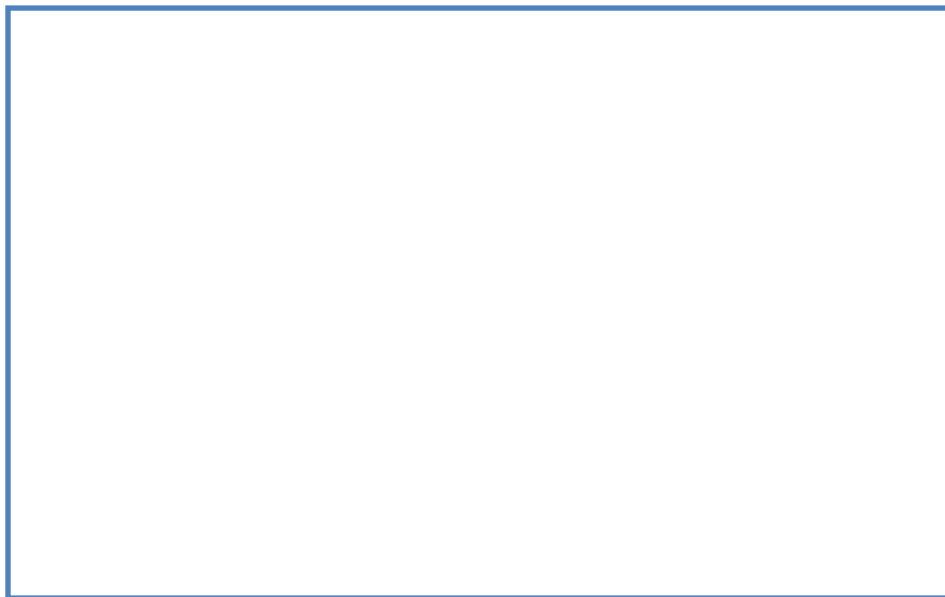
Step Two: Pose the following question to the reader(s):

“The boys were faced with evil in the form of the wolf-crows in Book One, the devil cat in Book two, Vengolus in Book Three, and the black sand monster in Book Four. What form do you think evil will take in this book and why? (Prediction, Inference)

Step Three: Pose the following question to the reader(s):

“Haktu’s original blue feather dust is now gone. How do you think the boys will protect themselves if they find themselves in danger?” (Prediction, Inference)

Step Four: Have the reader(s) find a map of Jamaica, and draw it below. (Setting)



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Homework: Read Chapter #1 and answer all questions in
Lesson #2.
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Lesson #2: Chapter #1 “On the Way to Dragon Bay” (Pages 13-40)

Vocabulary: Ask the reader(s) to read Chapter #1, and make a list of **at least** ten (10) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.

Example: **fragrant (Pg. 13, Par. 1), lamented (Pg. 14, Par. 5)**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step One: Ask the reader(s) to share their vocabulary words. The reader(s) will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. (**Meaning in Context**)

Step Two: Pose the following question to the reader(s):

During the first few centuries of British rule, slaves from Africa were brought to Jamaica to support the trade of what crop? (Fact & Details, Text to Text)

Step Three: Discuss the meaning of sequence and give examples of the concept of sequencing in real life. EXAMPLE: *“List, in the correct order, what you do when you clean your room.”*

Ask reader(s) to create a multiple choice question that requires the application of the skill of identifying the sequence of events in Chapter #1. (**Sequencing**)

EXAMPLE:

The boys meet several characters in Chapter #1. Which character did the boys meet first?

- A. Scarlett
- B. Tommy Nat
- C. Salty XXX
- D. Bongo

-
-
- A. _____
 - B. _____
 - C. _____
 - D. _____

Step Four: Discuss cause and effect and inference. Have reader(s) come up with examples of cause and effect in their lives.

Ask reader(s) to write the answer to the following question:

Why do you think Jockabeb decided to learn all he could about zombies before he went to Jamaica?” (**Cause and Effect, Inference**)

Step Five: The boys’ father told them that he had the best “cup of Joe” he’d ever had on Jamaica. What is a “cup of Joe”? (**Meaning in Context**)

Step Six: List at least five (5) adjectives each you might use when describing Salty and Scarlett. (**Word Choice, Vocabulary, Character Development**)

Salty:

1. _____ 2. _____
3. _____ 4. _____
5. _____

Scarlett:

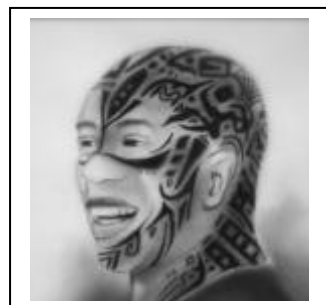
1. _____ 2. _____
3. _____ 4. _____
5. _____

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Homework: Read Chapter #2 and answer all questions in
Lesson #3.

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Lesson #3: Chapter #2 “Fire and Rain”
(Pages 41-79)

Vocabulary: Ask the reader(s) to read Chapter #2, and make a list of at least five (5) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.

Example: **westernmost (Pg. 45, Par. 2), jutting (Pg. 45, Par. 3)**

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Step One: Ask the reader(s) to share their vocabulary words. The reader(s) will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. **(Meaning in Context)**

Step Two: Ask the reader(s) to write at least five (5) adjectives each that describe .Tommy Nat and Bongo. **(Character Development, Word Choice)**

Tommy Nat:

1.	_____	2.	_____
3.	_____	4.	_____
5.	_____		

Bongo:

1.	_____	2.	_____
3.	_____	4.	_____
5.	_____		

Step Three: Discuss the meaning of fact versus opinion. Give examples in real life.

Examples:

*“Dragon Bay Inn is located on the western side of Jamaica.” **Fact***

*“Dragon Bay Inn is the best place to stay in Jamaica.” **Opinion***

Ask the reader(s) to list three (3) facts and three (3) opinions from Chapter 2.

Fact:

1.	_____
2.	_____
3.	_____

Fact:

1. _____
2. _____
3. _____

Step Four: Ask reader(s) why do they think the author decided to have the boys go on a fishing trip with Tommy Nat? (**Foreshadowing**)

Ask the reader(s) what they think the work “foreshadowing” means.

Discuss the meaning of the term, “foreshadowing”, and how and why an author uses this in developing a story.

Homework: Read Chapter #3 and the epilogues and answer all questions in Lesson #4.

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Lesson #4: Chapter #3 “Deadly Secrets Finally Reveled” and Epilogues (Pages 41-79)

Vocabulary: Ask the reader(s) to read Chapter #3, and make a list of at least five (5) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.

Example: **wayward (Pg. 80, Par. 1), toneless (Pg. 81, Par. 1)**

1. _____
2. _____
3. _____
4. _____
5. _____

Step One: Ask the reader(s) to share their vocabulary words. The reader(s) will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. (**Meaning in Context**)

Step Two: Ask the reader(s) to write at least five (5) adjectives each that describe Maurice. (**Character Development, Word Choice**)

Scarlett:

1. _____ 2. _____
3. _____ 4. _____
5. _____

Step Three: In Chapter #3, Maurice was talking about Tommy Nat when he said, “Where dey be de zmoke, dey be de fire.”(Pg. 95, Par. 4)

What do you think Maurice meant when he said that? (Figurative Language)

Step Four: It seems as if Tommy Nat has escaped capture. Why do you think the author decided to let Tommy Nat escape? (**Inference, Prediction**)

Epilogues:

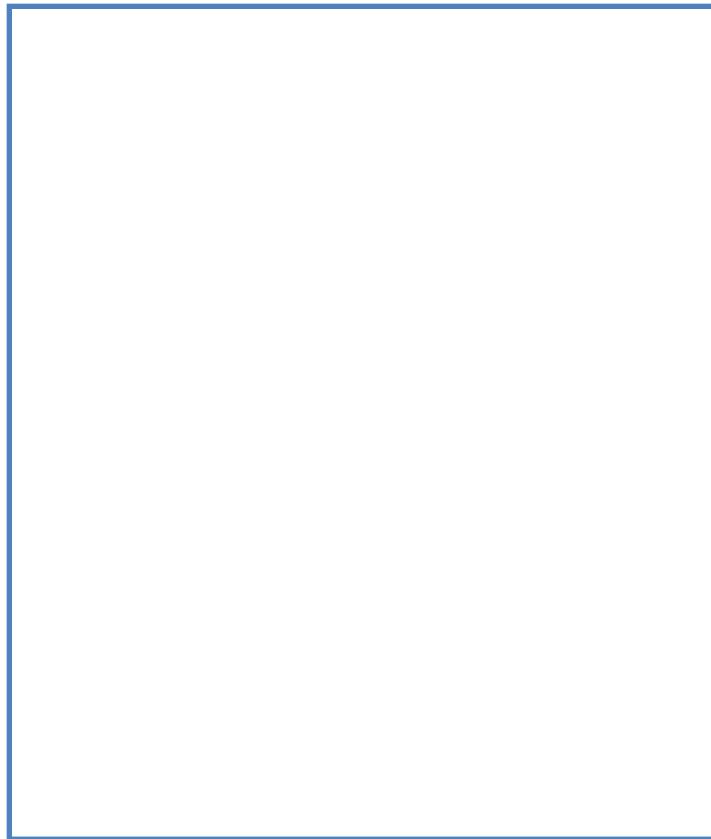
Step One: Discuss the concept of summarizing, what is involved in summarizing a narrative story. **(Summarizing) (Literary Elements)**

Ask the reader(s) to write a summary of the book. Share and discuss.

Step Two: Review the twelve (12) reading comprehension skills.

Step Three: Review the literary elements of a narrative story.

Step Four: Ask the reader(s) to draw their own cover for the book.





Integration of book study into classroom



Wolf-crow clubhouse