



# **The Adventures of... Archibald & Jockabeb**

## **STUDY GUIDE: Book Two...In the Mountains**

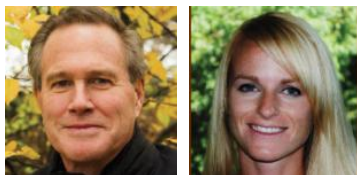
The Adventures of Archibald and Jockabeb chronicle two young brothers as they grow up experiencing one fantastic adventure after another—oftentimes dangerous and always exciting. The nine book series also showcases the classic struggle between the forces of good and evil.

When the boys' first great adventure begins to unfold, they are twelve and eleven. 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 latter part of the 20th century—a simpler time before cell phones, the internet, and social media became part of everyday life.

***We have tried 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 (Page 1-3)

**Lesson #3:** Chapter #1 (Pages 4-49)

**Lesson #4:** Chapter #2 (Pages 51-78)

**Lesson #5:** Chapter #3 (Pages 79-109)

**Lesson #6:** Epilogues (Pages 110-117)

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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

## **The Adventures of... Archibald and Jockabeb**



### **Book Two: In the Mountains**

#### **Lesson #1: Pre-reading (Prediction)**

**Note:** Explain to reader(s) that part of each lesson will contain guided reading questions that will require writing about his/her reading experience.

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

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_____	_____
_____	_____

**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)**

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_____
_____
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**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 do you think 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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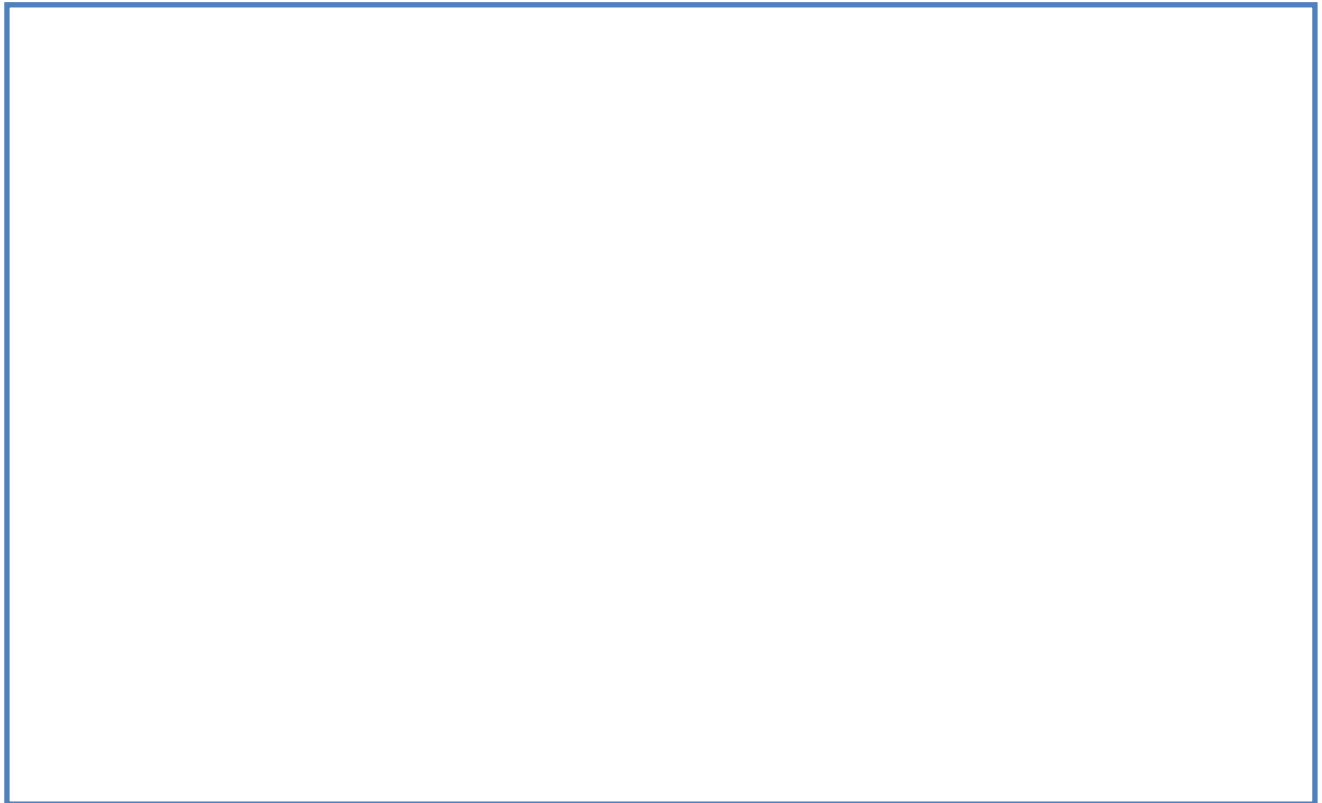
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## Book Two: In the Mountains

### Lesson #1: Introduction (Pages 1-3)

**Vocabulary:** Ask the reader(s) to write down the following words:  
**flinched (pg. 2, par. 1), remote (pg. 2, par. 2), and protective (page 2, par. 2)**

When the reader(s) comes across these words in the text, ask them to record their meanings below.

1. flinched: \_\_\_\_\_

2. remote: \_\_\_\_\_

3. protective: \_\_\_\_\_

**Step One:** Ask the reader(s) to share what the three words mean and how they came to understand the meanings. (**Meaning in Context**)

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

*“Do you think the boys will have to deal with the deadly wolf-crows in Book Two? If you answered yes, explain why? If you answered no, explain why not?”*  
(**Prediction, Inference**).

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

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## The Adventures of... Archibald and Jockabeb



### Book Two: In the Mountains

#### Lesson #2: Chapter #1 “The Camp’s Dark Secrets” (Pages 4-49)

**Vocabulary:** Ask the reader(s) to read Chapter One (pages 4-49) 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:** **concourse** (pg. 6, par. 1), **descent** (pg. 6, par. 2)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
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 the reader(s):

*“During the hike, Ben told the boys about an old legend he heard from Tommy Two Feathers (page 23). What was the legend, and what did the boys think of it. (**Fact & Details, Text to Text**)*

The reader(s) will write their answers below and share.

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**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. List, from first to last, who the boys met. (Gran, Ben, Champ, flight attendant)*

- A. \_\_\_\_ flight attendant \_\_\_\_
- B. \_\_\_\_ Ben \_\_\_\_
- C. \_\_\_\_ Champ \_\_\_\_
- D. \_\_\_\_ Gran \_\_\_\_

(Write question below.)

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A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

**Step Four:** Discuss cause and effect and inference. Have reader(s) come up with two (2) examples of cause and effect in their lives.

Cause: \_\_\_\_\_ Effect: \_\_\_\_\_

Cause: \_\_\_\_\_ Effect: \_\_\_\_\_

Pose the following question to the reader(s):

*“What events led the boys to think that their trip to Camp Bear Claw might not be what they expected?” (Cause and Effect, Inference)*

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**Step Five:** When the boys first saw the main cabin at the camp, what did Jockabeb mean when he said, “It’s sure not the Ritz, is it?” (**Figurative and Literal Language**)

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**Step Six:** List a least two (2) adjectives you might use when describing Ben, Gran, Walter McClusky, and Champ. **(Word Choice, Vocabulary, Character Development)**

**Ben:** 1. \_\_\_\_\_ 2. \_\_\_\_\_

**Gran:** 1. \_\_\_\_\_ 2. \_\_\_\_\_

**Walter McClusky:** 1. \_\_\_\_\_ 2. \_\_\_\_\_

**Champ:** 1. \_\_\_\_\_ 2. \_\_\_\_\_

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

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## Book Two: In the Mountains

### Lesson #3: Chapter #2 "Stranded in the Mountain" (Pages 50-78)

**Vocabulary:** Ask the reader(s) to read Chapter Two (pages 50-78) 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:** **dilemma (pg. 50, par. 1), remnants (pg. 51, par. 2)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

**Step Three:** Discuss the meaning of fact versus opinion. Give examples in real life. Ask the reader(s) to identify the following statements as being fact or opinion:

- "Gran makes the best sausage and buttermilk pancakes." (F) (O)*  
*"There was a storm when the boys stayed at Tommy Two Feather's cabin." (F) (O)*  
*"The morning after the storm, Ben could not open the cabin door." (F) (O)*  
*"Ben is a good man." (F) (O)*  
*"Gran is a nice person." (F) (O)*

Ask reader(s) to come up with their own statements about Chapter #2 that require the application of the concept of fact and opinion. **(Fact & Opinion)**

**Fact:** \_\_\_\_\_  
**Opinion:** \_\_\_\_\_

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

*"Why do you think the author wrote about Jockabeb's nightmare right before the end to Chapter #2?" (Foreshadowing)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Ask the reader(s) to write about another example of foreshadowing in Chapter #2.

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\_\_\_\_\_

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Homework: Read Chapter #3 and both epilogues and answer  
all questions in Lesson #4.  
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## Book Two: In the Mountains

### Lesson #4:

Chapter #3 "The Lightning Bolt Ceremony" and Epilogues  
(Pages 79-116)

**Vocabulary:** Ask the reader(s) to read Chapter Three (pages 79-109) 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:** **trek (pg. 80, par. 1), treacherous (pg. 81, par. 2)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
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. (**Meaning in Context**)

**Step Two:** Ask the reader(s) to write at least three (3) adjectives that describe Ghost Rider and the devil cat. (**Character Development, Word Choice**)

The reader(s) will write their answer below and share.

**Ghost Rider:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**devil cat:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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

*“Jockabeb has been rather timid since his encounter with the vicious dog when he was younger. Has Jockabeb’s personality changed while he was at Camp Bear Claw? If so, how and why?”*  
**(Character Development)**

The reader(s) will write their answer below and share.

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**Step Four:** Read the following excerpt from Chapter 3 (Page 89, Paragraph 3):

*“Conversation flowed freely as they ate, and for the next hour no one said a word about the devil cat or the Lightning Bolt Ceremony that lay ahead.”*

Ask the reader(s) what is mean by the phrase “Conversation flowed freely.”

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Discuss the difference between figurative language and literal language. Depending on the depth of the discussion, different type of figurative language can be explored (simile, metaphor, personification, etc.). **(Figurative Language)**

**Example:** The surface of the lake **was flat as glass**, and the still water **reflected sunlight as if it were a mirror**. (page 85, paragraph 4)

Ask the reader(s) if they can find another example of figurative language in Chapter #3.

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## Epilogues:

**Step One:** Ask the reader(s) to write the answer to the following questions:

*\*Why didn't the boys try to find Tommy Two Feathers during the remainder of their stay at Camp Bear Claw? (Facts & Details)*

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*\*What do you think the main idea was in the First Epilogue? (Main Idea)*

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*\*Do you think the boys will use the two feathers given to them by Tommy Two Feathers? If so, how? (Inference & Prediction)*

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**Step Three:** Discuss the concept of summarizing a narrative story and the need to cover main characters, setting, problem, and solution (**Literary Elements**).

Ask the reader(s) to write a summary of *In the Mountains*.

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**Step Four:** In Book One, evil was represented by the Wolf-Crows, and in Book Two evil was represented in the form of the devil cat. *What form do you think evil might take in Book Three?*

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**Step Five::** Review the 12 reading comprehension skills.

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



Integration of book study into classroom.



Wolf-crow clubhouse.

