



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book One...In The Forest

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/Introduction/ (pages #1-#5) In class

Lesson #2 Chapter #1 (pages #6-#34)

Lesson #3: Chapter #2 (Pages #35-#71)

Lesson #4: Chapter #3/Epilogues (Pages #72-#123)

#####

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).

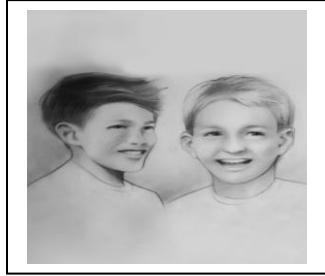
***Basic Reading Comprehension Skills...**

- 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 One: In the Forest

Lesson #1: Pre-reading/Introduction

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 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.

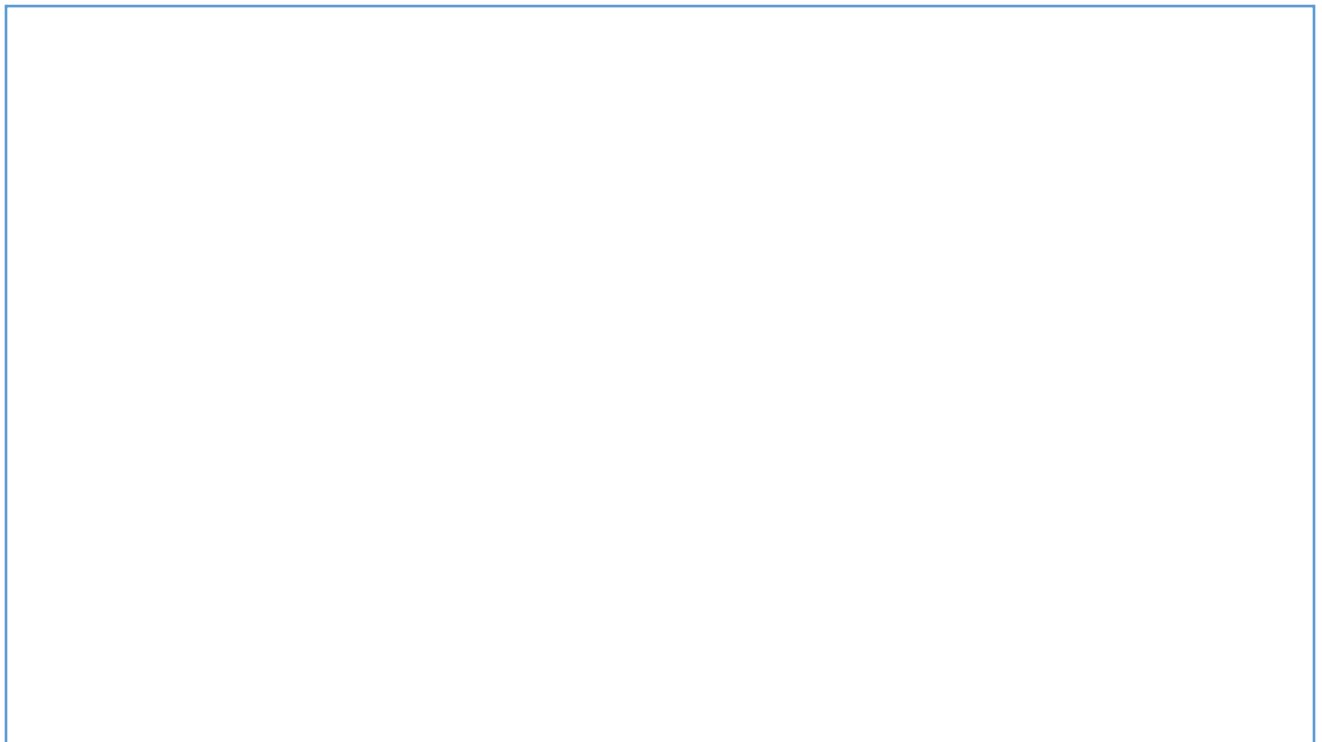
Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. **(Prediction)**

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**)



The Adventures of...
Archibald and Jockabeb



Book One: In the Forest

Lesson #1: Introduction (Pages 1-5)

Vocabulary: Ask the reader(s) to read the Introduction (pages 1-5) and make a list of at least five (5) new or interesting words they find. For each word, have them write down the page paragraph number in which they found the word.

Example: **vicious (pg. 2, par. 2), sinister (pg. 2, par. 4)**

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: Pose the following question the reader(s):

*“What frightening event happened to Jockabeb when he was younger? **(Facts & Details)**, and How do you think this affected his personality?” **(Inference)***

Step Four: Using their own words, have the reader(s) write a paragraph or two describing the forest behind the boys' house. (**Setting**)

////////////////////////////////////

The Adventures of... Archibald and Jockabeb



Book One: In the Forest

Lesson 2: Chapter #1 “The Secret Cave” (Pages 6-34)

Vocabulary: Ask the reader(s) to read Chapter #1 (pages 6-34) 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: **logjam** (pg. 7, par. 3), **recesses** (pg. 7, par. 4)

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

“If you had a choice, would you like to be Archibald, Jockabeb, or Haktu? Why?” (**Character Development**)

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**)

- A. Archibald shouts, “Nito, Vito, Samu!”
- B. The boys discover a dragon in the secret cave.
- C. The Black Raven warriors put a spell on Haktu.
- D. Archibald and Jockabeb find a map.

“How was Haktu changed from a dragon back into an Indian brave?” (Cause & Effect)

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

////////////////////////////////////

The Adventures of...
Archibald and Jockabeb



Book One: In the Forest

Lesson #3: Chapter #2 “The Lost Pony” **(Pages 35-71)**

Vocabulary: Ask the reader(s) to read Chapter #2 (pages 35-71) 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: **ominously** (pg. 36, par. 3), **mortal** (pg. 37, 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: Ask the reader(s) to write at least five (5) adjectives that describe Tess. (**Character Development, Word Choice**)

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

"How do you think Tess and Archibald are alike?"
"How do you think Tess and Jockabeb are different?"

“What do the wolf-crows and the Black Raven warriors have in common?”

“What other story that you have read had scary characters like the wolf-crows, and what were they?” (Text to Text)

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

////////////////////////////////////

The Adventures of...
Archibald and Jockabeb



Book One: In the Forest

Lesson #4: Chapter #3 “Beyond the Meadow”/ Epilogues (Pages 72-123)

Vocabulary: Ask the reader(s) to read Chapter #3 (pages 72-123) 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: **blanketed** (pg. 73, par. 3), **tendency** (pg. 74, par. 4)

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

Step One: Ask the reader(s) to share their vocabulary words. The reader or class 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 that describe Haktu’s secret campsite. (**Setting, Character Development, Word Choice**)

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

Step Three: Discuss the difference between a fact and an opinion.

Give examples of the fact versus opinion in real life. Pose the following two statements to the reader(s):

"Simtu is the brother of Haktu." (Fact)

"Haktu is braver than Simtu." (Opinion)

Discuss the difference between what a fact is and what an opinion is. **(Fact and Opinion)**

Ask reader(s) to find three (3) examples of facts and three examples of opinion in Chapter 3.

1. _____
2. _____
3. _____

Step Four: Read the following excerpt from Chapter 3 (Page 91, Paragraph 4):

"Haktu's spirits soared when he arrived at the opening to the meadow, but his excitement was tempered by questions yet to be answered—what would he find when he reached the tribe's campsite, and would any of his family still be there?"

Ask the reader(s) if Haktu's spirit really "soared."

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

Ask the reader(s) to make a list of at least three (3) examples of figurative language in Chapter 3. **(Figurative Language)**

1. _____
2. _____
3. _____

Step Five: Read "Latoma's Sacred Gift" (page 88-90) to the reader(s), or ask reader(s) to read the section to themselves. Discuss what the main idea of that particular section was. Ask reader(s) what the section was "mostly about." **(Main Idea)**

After the discussion, pose the following multiple choice question to the reader(s):

What was the main idea of the section in Chapter #3 entitled, "Latoma's Sacred Gift"?

- A. Latoma wanted to show his son, Simtu, that he knew how to perform magic.
- B. Latoma wanted to give Haktu a pony to play with.
- C. Latoma wanted to create a place where Haktu could experience his childhood if he returned.
- D. Latoma wanted Simtu to know that Haktu would have a tent and friend if he returned.

Epilogues:

Vocabulary: The following words appear in the First and Second Epilogue:
revive, foreshadow, deteriorate, saga, altar, bouquets, hunched, tattered

Step One: Ask the reader(s) to write down these words. When they come across one of these words in the epilogues, ask them to write down what they think the words mean.

revive: _____

foreshadow: _____

deteriorate: _____

saga: _____

altar: _____

bouquets: _____

hunched: _____

tattered: _____

Share what their words may mean based on how they are used in the context of the sentence or sentences surrounding the word. (**Meaning in Context**)

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

**Why do you think the boys wanted to keep the blue feather dust? (Prediction)*

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

**In Archibald's dream, why do you think the man in the back of the crowd used a cane? (Inference)*

**Who do think was the man in the back of the crowd? (Inference)*

Step Three: Discuss the concept of summarizing, what is involved in summarizing, and how to make a good summary.

Discuss how you would go about summarizing the entire story (based on Literary Elements).

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

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

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



Integration of book study into classroom



Wolf-crow clubhouse

