



The Adventures of...

Archibald & Jockabeb

STUDY GUIDE: Book Six...In the Big City

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 1-15)

Lesson #3: Chapter #1 (Page 16-38)

Lesson #4: Chapter #2 (Pages 39-93)

Lesson #5: Chapter #3 (Page 94-133)

Lesson #6: Epilogues (Page 134-141)

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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 readers .

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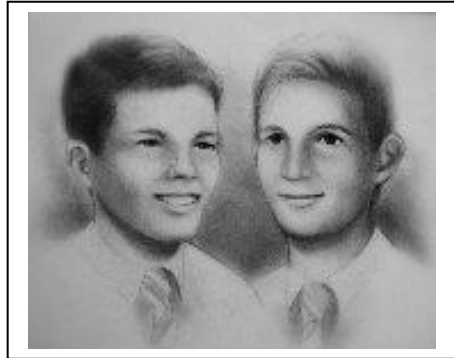
***Basic Reading Comprehension Skills...**

- 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 Six: In the Big City

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

Note: Explain to the readers that part of each lesson will contain guided reading questions that will require writing about their reading experience. A standard writing journal (Black & White) will work fine, or the readers can make their own journal from construction and lined paper.

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.

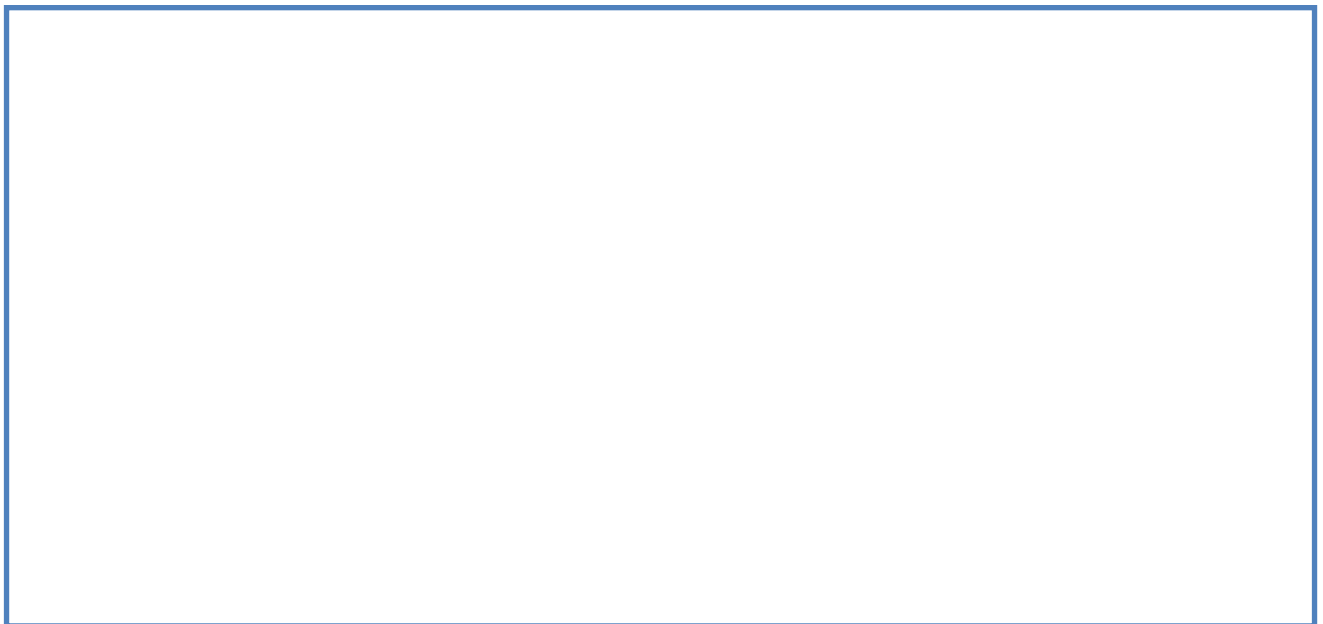
Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. **(Prediction)**

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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Lesson #1: Introduction (Pages 1-15)

Vocabulary: Tell the reader(s) that the following words will appear as you read the Introduction:

reminisced, mused, mauled, mangled, uttered, hideous, mystical, recounting, mortally, foresaw, astonishing, elaborate, coincidental, subterranean

Step One: As. As the reader(s) come across each of these words, write down what they believe each means based on how they are used in the sentences. (**Meaning in Context**)

reminisced: _____
mused: _____
mauled: _____
mangled: _____
uttered: _____
hideous: _____
mystical: _____
recounting: _____
mortally: _____
foresaw: _____
astonishing: _____
elaborate: _____
coincidental: _____
subterranean: _____

“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, the black sand monster in Book Four, and Tommy Nat in Book Five. What form do you think evil will take in this book and why?” (Prediction, Inference)

"At the end of Book Five, Tommy Nat escapes capture and cannot be found in Haiti. How did you feel about Tommy Nat getting away, and why do you think the author allowed him to escape?" (Prediction, Inference, Foreshadowing)

[illegible]

Homework: Read Chapter #1 and Epilogues and answer all questions in Lesson #2.

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**Lesson #2: Chapter #1 “A Long Weekend with Aunt
Claire Takes Shape”
(Pages 16-38)**

Vocabulary: Ask the readers 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: **commemorate (Pg. 16, Par. 1), trademark (Pg. 18, Par. 2)**

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

Step One: Ask the readers to share their vocabulary words. The readers 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 questions to the readers:

“Who is Tess’ godmother?” (Fact & Details, Text to Text) *“Do you have a godmother or godfather, and who are they?” (Text to Self)*

Step Three: Discuss the meaning of sequence and give examples of the concept of sequence in real life.

EXAMPLE: *“How would you get ready for a soccer game?”*

EXAMPLE form Chapter #1: *“What happened right after the boys returned from the dentist (Page 27)?”*

*Jockabeb had a nightmare, the boys researched New York City, **Officer Hernandez called**, the boys went to the library*

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

A. _____

B. _____

C. _____

D. _____

Step Four: Discuss cause and effect. Have readers come up with examples of cause and effect in their lives.

Ask readers to write the answer to the following question:

“Why did Jockabeb ask his father if they had a lot of tall buildings in New York City?” (**Cause and Effect**)

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

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

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Lesson #3: Chapter #2 “The Big Apple” (Pages 39-93)

Examples: epitome, resemblance, exuded, etc.

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

Step One: Ask the readers to share their vocabulary words. The readers 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 readers to write **at least** five (5) adjectives that describe Aunt Claire. Ask the readers to explain why they selected the adjectives. **(Character Development, Word Choice)**

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

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

Ask the readers to identify the following as being fact or opinion:

“Most of the clan members were Topsiders at one time in their life.” (F) (O)

“Koro was the unofficial leader of the Moonlight Clan.” (F) (O)

“The Moonlight Clan was the best clan below the streets of Manhattan.” (F) (O)

“Willow is beautiful.” (F) (O)

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

This is a (fact) (Opinion) because.....

1. _____

1. _____

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Lesson #4: Chapter 3 “The Final Showdown” and Epilogues (Pages 94-141)

Vocabulary: Ask the readers to read Chapter #3 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: **humiliation (Pg. 98, Par. 1), captivating (Page 101, Par. 5)**

Step One: Ask the readers to share their vocabulary words. The readers 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 readers to write **at least** Three (3) adjectives **each** that describe Willow and the Ratweil. Ask the readers why they selected the adjectives. (**Character Development, Word Choice**)

Willow:

1. _____
2. _____
3. _____

Ratweil:

1. _____
2. _____
3. _____

Step Three: Pose the following question to the readers:

“In the first book of the series (In the Forest), there were seven evil warriors of the Black Raven tribe. Who or what do you think was the seventh evil warrior, and why? Can you identify the other six evil warriors?” (Facts & Details) (Inference) (Character Development)

Step Four: The following three sentences are from Chapter #3: What do you think the phrases mean? **(Figurative Language)**

1. “You’re as smart as a whip!”

2. “Bury that piece of dirt and remember this—if any of you breathe a word of what happened here, I’ll be back with the whole Moonlight Clan to cut out your tongues.”

3. “I think I’ve just died and gone to heaven.”

Epilogues:

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Step One: Ask the readers to write the answers to the following questions in their journals:

**What is a letter of commendation?” (Facts & Details, Meaning in Context)*

**“Why do you think the author had Special Agent Quade from the PSA call the boys?” (Foreshadowing, Inference, Prediction)*

**What did the boys receive from Willow?" (Facts & Details)*

**Do you think Willow will be in the boys' next great adventure, and why?"*
(Inference & Prediction)

Step Two: Discuss the concept of summarizing, what is involved in summarizing, and how to make a good summary. **(Summarizing) (Literary Elements)**

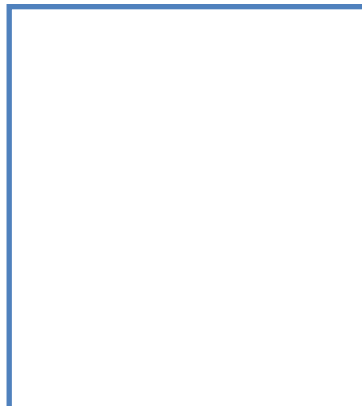
Step Three: In the first five books, evil was represented by the wolf-crows, the devil cat, Vengolus, the Black Sand Devil, Tommy Nat, and the Ratweil, respectfully.

"What form do you think evil might take in Book Seven?"

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

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

Step Six: Ask the readers to draw their own cover for the book. The drawings should be done in their journals.





Integration of book study into classroom



Wolf-crow clubhouse