



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book Seven...In the Arctic

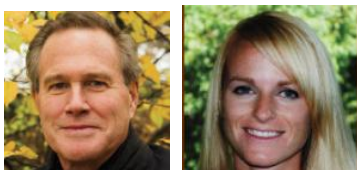
The Adventures of Archibald and Jockabeb chronicle two young brothers as they grow up experiencing one fantastic adventure after another—oftentimes dangerous and always exciting. The nine book series also showcases the classic struggle between the forces of good and evil.

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 1-11)

Lesson #3: Chapter #1 (Pages 12-56)

Lesson #4: Chapter #2 (Pages 57-97)

Lesson #5: Chapter #3 (Pages 98-129)

Lesson #6: Epilogues (Page 130-134)

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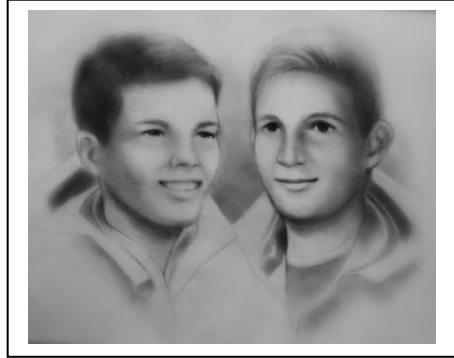
***Basic Reading Comprehension Skills...**

- 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 Seven: In the Arctic 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.

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.

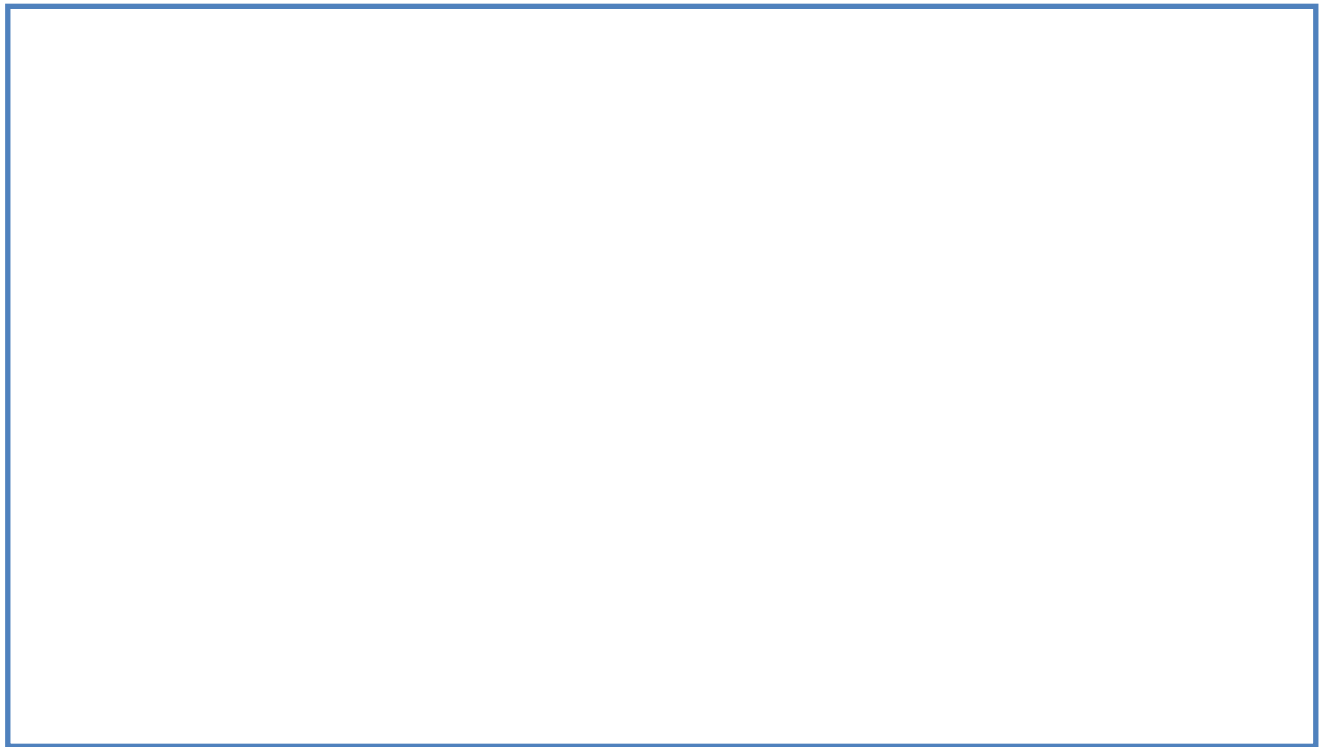
Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. **(Prediction)**

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 Seven...In the Arctic
Lesson #1: Introduction (Pages 1-11)

Vocabulary: The following words will appear in the Introduction:

evading, dragnet, elusive, mystified, sheared, recesses, petrified, burrowed, smitten, mutant, maze, morphed, demented, penetrated, commendation, crucial, uncanny, intuition

Evading: _____
dragnet: _____
elusive: _____
mystified: _____
sheared: _____
recesses: _____
petrified: _____
burrowed: _____
smitten: _____
mutant: _____
maze: _____
morphed: _____
demented: _____
penetrated: _____
commendation: _____
crucial: _____
uncanny: _____
intuition: _____

Step One: Ask the readers to write down what they believe the words mean as they come across them while reading the introduction. (**Meaning in Context**)

Step Two: Pose the following question to the readers:

"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, Tommy Nat in Book Five, and the Ratweil in Book Six. What form do you think evil will take in this book and why?"
(Prediction, Inference)

Step Three: Pose the following question to the readers:

"At the end of Book Six, the author introduces Agent Quade of the Paranormal Surveillance Agency (PSA) to the readers. Why do you think the author did this at the end of Book Six? (Prediction, Inference, Foreshadowing)

Step Four: Have the readers find the Arctic, Greenland, the Arctic Circle, and the North Pole on a map. **(Setting)** Illustrate what the Arctic might look like.

[illegible]

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

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**The Adventures of...
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Book Seven: In the Arctic

Lesson #2: Chapter #1 “A Very Different Winter
Break Begins” (Pages 12-56)

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: **brewing (Pg. 16, Par. 3), Surveillance (Pg.16, Par. 6)**

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:

"What does ETF stand for? (Facts & Details)

"How would you have reacted if you were chosen to join the ETF?" (Text to Self)

Step Three: 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**)

EXAMPLE: *"In Book Seven, the boys met Director Blair, Willow and Meatloaf, Lynch, and Agent Quade. List those individuals in the order in which the boys met them."*

A. _____

B. _____

C. _____

D. _____

Step Four: Pose the following questions to the readers:

"Why were Archibald, Jockabeb, Willow, and Meatloaf asked to join the Operation Deep Freeze?" (Cause and Effect)

Step Five: List in your journal **at least** five (5) adjectives you might use when describing Agent Quade and five adjectives for Lynch. (**Word Choice, Vocabulary, Characters**)

Agent Quade:

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

Lynch:

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

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

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Book Seven: In the Arctic

Lesson #3: Chapter #2 “Checkpoint Zulu” (Page 57-97)

Vocabulary: Ask the readers to read Chapter #2 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.

Examples: **spindly (Pg. 58, Par. 3), briefing (Pg. 58, Par. 3)**

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 **Zenda** and **at least** five (5) adjectives to describe **Malum**. Ask the readers to explain why they selected the adjectives. **(Character Development, Word Choice)**

Zenda:

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

Malum:

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

Step Three: Discuss the meaning of fact versus opinion. 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)**

Fact:

1. _____
2. _____
3. _____

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11 | Page

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: **transmissions (Pg. 98, Par. 1),**
compelling (Pg. 101, Par.)5)

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: Discuss facts verses opinions. Ask readers to write down at least three examples of facts and three examples of opinions found in chapter #3. (**Facts & Opinions**)

Facts:

1. _____
2. _____
3. _____

Facts:

1. _____
2. _____
3. _____

Step Three: Ask the readers to summarize the section in this chapter entitled “Plan B.” (Page 107) (***Summarizing***)

Step Four: Pretend you are the artist, and the author asked you to draw a picture of Zenda and Malum.



Epilogues:

Step One: Ask the readers to write any interesting words they come across in the epilogues. 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***)

1. _____

3. _____

2. _____

4. _____

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 six books, evil was represented by the wolf-crows, the devil cat, Vengolus, the Black Sand Devil, Tommy Nat, the Ratweil, and Malum, respectfully. Pose the following question to the readers:

“What form do you think evil might take in Book Eight?” Why?

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

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

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Integration of book study into classroom



Wolf-crow clubhouse