



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book Nine...In The Outback

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/ (1-14) In class

Lesson #2 Chapter #1 (pages 15-61)

Lesson #3: Chapter #2 (Pages 62-116)

Lesson #4: Chapter #3/Epilogues (Pages 117-166)

#####

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 Nine: In the Outback

Lesson #1: (In Class) Pre-reading

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**)

_____	_____
_____	_____
_____	_____

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.

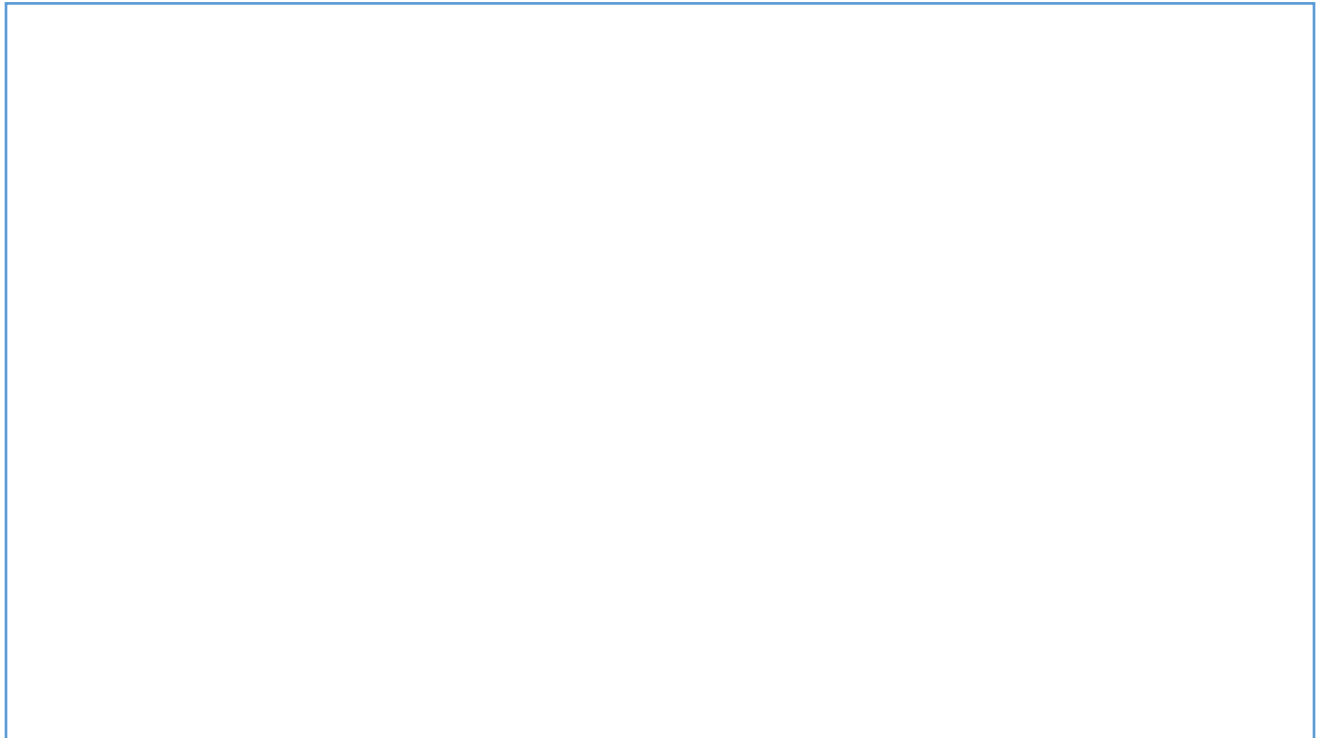
Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. (**Prediction**)

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 Nine: In the Outback

Lesson #1: Introduction (Pages 1-14)

Vocabulary: Ask the reader(s) to read the Introduction (pages 1-14) 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: **sultry (pg. 1, par. 3), venture (pg. 2, 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: Pose the following question the reader(s):

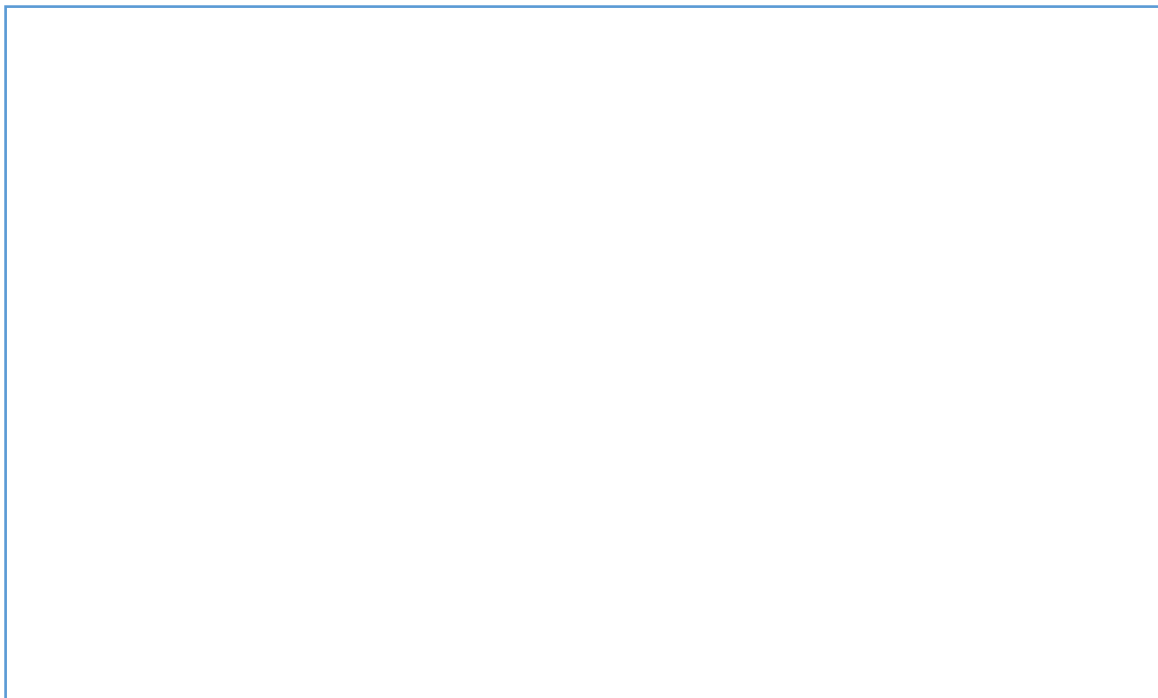
*"In the beginning of the book Jockabeb was on an airplane headed to what country? (**Facts & Details** Do you think Jockabeb was a good student....why?" (**Inference**)*

Students to write their answers in complete sentences.

Step Three: Discuss the difference between a story told in the 1st person and the 3rd person. Ask the reader(s) to decide if this story is told in 1st person or 3rd person. ***Ask them to give examples from the text supporting their choice.***

Step Four: Using their own words, have the reader(s) write a paragraph or two describing what they think the Australian Outback is like. **(Setting)**

Step Five: Have the reader(s) illustrate their vision of what the Outback looks like. **(Visualize)**



Step Eight: Ask the reader(s) to review the questions they will need to respond to in Lesson #2. The teacher can then begin to read Chapter #1 (or the students can read silently.)

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

The Adventures of... Archibald and Jockabeb



Book One: In the Outback

Lesson 2: Chapter #1 “A Long Way from America’s Heartland” (Pages 15-61)

Vocabulary: Ask the reader(s) to read Chapter #1 (pages 16-61) 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: **reluctantly (pg. 18, par. 4) tram (pg. 25, 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: Pose the following question to the reader(s):

Both Archibald and Jockabeb have matured over the last several years. Which brother do you think has changed the most? Why?” (**Character Development**)

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



Book Nine: In the Outback

**Lesson #3: Chapter #2 “The Land Down Under”
(Pages 62-116)**

Vocabulary: Ask the reader(s) to read Chapter #2 (pages 62-116) 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: **prominent** (pg. 62, par. 1), **distinctive** (pg. 63, par. 3)

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**)

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

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

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



Book Nine: In the Outback

Lesson #4: Chapter #3 “Down, But Hopefully Not Out” and Epilogues (Pages #72-#123)

Vocabulary: Ask the reader(s) to read Chapter #3 (pages #72-#118) 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 Pongo. (**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):

"The Cessna 20e crashed in the Outback." (Fact)

"The crash was Pongo's fault." (Opinion)

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

Ask reader(s) to find two (2) examples of facts and three examples of opinion in Chapter 3.

Facts:

1. _____
2. _____

Opinions:

1. _____
2. _____

Step Four: While the group was talking about the dingoes of the Blue Mountains (Pg. 125, Par. 3), *"Jockabeb's ears perked up at the mention of dingoes."*

Ask the reader(s) if they think Jockabeb's ears actually "perked up."

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 the following paragraph: (pg. 144, par. 5)

Before the two groups parted ways, Coorain took off the leather band and pendant hanging around his neck. Walking forward and slipping it over Jockabeb's head, he said, "This silver goanna is a powerful lizard that has mystical powers. It has protected me and my clan over the years, and I hope it'll do the same for yah. Good luck, young man, and may Altjira be with yah."

What does the leather band and pendant remind you of in previous Archibald & Jockabeb books? **(Text to Text) (Inference)**

Epilogues:

Vocabulary: The following words appear in the First and Second Epilogue:

discharged, unclenched, reiterated, negotiations, stowed, miraculously, precocious, resourceful

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.

discharged: _____

unclenched: _____

reiterated: _____

negotiations: _____

stowed: _____

miraculously: _____

precocious: _____

resourceful: _____

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:

**How has Prim's opinion of May changed? Why? (Inference)*

**Would you like to have brothers like Archibald and Jockabeb? Why? (Character Development) (Text to Self)*

What do you think will happen when Emma and Abigail go out and play in the forest? Why? (Prediction)

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).



Integration of book study into classroom



Wolf-crow clubhouse

