



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book Four...In The Desert

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 1-6)

Lesson #3: Chapter #1 (Pages 7-33)

Lesson #4: Chapter #2 (Pages 44-92)

Lesson #5: Chapter #3 (Pages 93-142)

Lesson #6: Epilogues (Pages 133-143)

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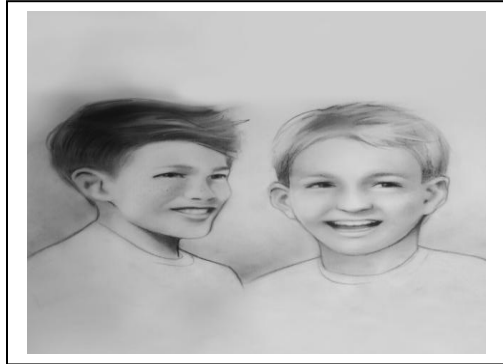
***Basic Reading Comprehension Skills...**

- 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

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Book Four: In the Desert

Lesson #1: Pre-reading

Note: Explain to the 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.

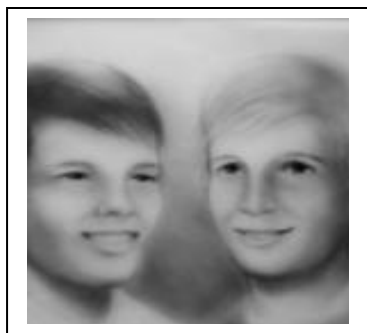
Step Five: Lead a discussion about the literary elements of a narrative story (characters, setting, problem, solution, and plot). **(Literary Elements)** Explain that all narrative stories contain these basic elements. When reading this story, as well as any other narrative text, it is important to concentrate 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)**



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Book Four: In the Desert

Lesson #1: Introduction (Pages 1-6)

Vocabulary: Ask the reader(s) to read the Introduction, 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: **ultimately (Page 3, Par. 1), mystical (Page 3, Par. 2)**

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: Ask the reader(s) to locate San Diego on a map. What state is it in? What are some states surrounding California? What are some of the physical characteristics of the Southwest region of the United States? (**Setting**)

Step Three: Pose the following questions to the reader(s):

“How much time has passed since Archibald and Jockabeb first met Haktu and Uno?” (**Facts & Details**)

Step Four: The boys faced evil in the form of the wolf-crows in Book One, the Devil Cat in Book Two, and Vengolus in Book Three. What form do you think evil will take in this story?
(Inference, Prediction)

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

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Book Four: In the Desert

Lesson #2: Chapter #1 “The Last Ditch Cafe”
(Pages 7-43)

Vocabulary: Ask the reader(s) to read Chapter #1, 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: **aroma (Page 7, Par. 1), clincher (Page 8, Par. 1)**

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):

“Do you think Jockabeb has changed over the past two year and, if so, how?” **(Character Development)**

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

Why do you think the author used the character, Drina Petala, in the story? **(Inference, Author’s Purpose)**

Step Four: During their trip to San Diego, the boys stop at a place called, the “Last Ditch Café.” What do you think the term “Last Ditch” means? **(Meaning in Context, Figurative Language)**

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:

Which event happened last in Chapter #1?

- A. Jockabeb meets Drina Petala
- B. The bus stopped at the "Last Ditch Café."**
- C. The bus arrived at Albuquerque, New Mexico.
- D. Jockabeb had a dream about a whirling funnel of black sand.

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- A. _____
 - B. _____
 - C. _____
 - D. _____

Step Five: Discuss cause and effect. Have reader(s) come up with at least three examples of cause and effect in Chapter #1.

- 1. Cause: _____
Effect: _____
- 2. Cause: _____
Effect: _____
- 3. Cause: _____
Effect: _____

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

"Why do you think the author had the bus almost run out of gas in the middle of the night?"
(Cause & Effect, Author's Purpose)

Step Six: Ask reader(s) to draw a picture in their journal of what they think the desert looked like.



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



The Adventures of Archibald and Jockabeb



Book Four: In the Desert

Lesson #3: Chapter #2 “The Mystery of Lizard Flats” (Pages 44-92)

Vocabulary: Ask the reader(s) 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.

Example: **skeptically (Page 45, Par. 6), resistance (Page 45, Par. 7)**

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 three (3) adjectives each, describing Mr. Natonto, Little Dove, and Howling Wind. (**Character Development, Word Choice**)

Mr. Natonto:

1. _____
2. _____
3. _____

Little Dove:

1. _____ 2. _____ 3. _____

Howling Wind:

1. _____ 2. _____ 3. _____

Step Three: Discuss the meaning of comparing and contrasting two (2) or more things, and give examples of the concept of compare and contrast in real life.

Pose to the reader(s) the following two (2) questions:

“How do you think Little Dove and Howling Wind are alike?”

“How do you think Little Dove and Howling Wind are different?”

Alike: _____

Different: _____

Ask reader(s) to create a question that requires the application of the skill of comparing and contrasting of two (2) things in Chapter #2. **(Compare and Contrast)**

EXAMPLE:

“What do Howling Wind and the black sand monster have in common?”

Compare and contrast question:

Step Four: Ask reader(s) to write the answer to the following question in their journal:

“What other characters in the first three A&J books does Howling Wind remind you of, and why?” **(Text to Text)**

Character: _____

Why: _____

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

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Book Four: In the Desert

Lesson #4: Chapter #3 “The Secrets of Cabeza Prieta”
Epilogues (Pages 93-143)

Vocabulary: Ask the reader(s) 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: **careem (Pg. 94, Par. 1), foreseen (Pg. 95, Par. 1)**

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 Lizard Flats. (**Setting, Word Choice**)

Lizard Flats:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

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 (2) statements to the reader(s):

“The black lava walls rose up several hundred feet from the grotto floor.” (Fact)

“Climbing up the black lava walls was the hardest thing the boys ever did.” (Opinion)

Ask reader(s) to find at least three (3) examples of facts and at least three (3) examples of opinion in Chapter #3. Examples should be written in journals and discussed.

Fact:

1. _____

2. _____

3. _____

Opinion:

1. _____

2. _____

3. _____

Step Four: Read the section in Chapter #3 entitled, “The Last Gift” (Pg. 95-101).

Write a brief summary of what happened in that section of Chapter #3. Share.

Step Five: What was “The Last Gift” referring to?

Step Six: Read the following excerpt from Chapter #3 (Pg. 112, Par. 2):

“Officer Hector Hernandez was finishing the graveyard shift and heading back to the station when the emergency call from dispatch came over his radio.”

What is meant by the phrase, “graveyard shift”?

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 two) examples of figurative language in Chapter #3. **(Figurative Language)**

1.

2.

Step Seven: When Officer Hernandez found the boys in the desert, it looked as if they were dragged for a long way, but there were no footprints in the sand.

How do you think the boys got to where Officer Hernandez finally found them? **(Inference, Prediction)**

Epilogues:

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

**When Jockabeb opens his fortune cookie, it reads, "What you think is done is not done at all." What do you think that means, and why do you think the author put that in the First Epilogue? (inference, Author's Purpose)*

**Who do you think sent the note saying, "Stop searching, and beware of the inverted pentagram!" Why? (inference, Author's Purpose)*

Step Two: 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).

Write in their journals a summary of the entire story (**summarizing**).

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

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



Integration of book study into classroom



Wolf-crow clubhouse