

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Trombone Shorty by Troy Andrews

## Retelling and Summarizing Lesson Plan

**Trombone Shorty**  
By: Troy Andrews  
Grade Level: 4 / Guided Reading Level: 8

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**Retelling and Summarizing**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**

What happens when you follow your passion? Well, you could become a talented superstar like Troy "Trombone Shorty" Andrews! Trombone Shorty grew up in New Orleans, surrounded by music. Without money for lessons or instruments, Trombone Shorty pretended to play in a band. His supportive family fueled his passion and he became a successful musician.

**Link to What You Know**

- If you were to write an autobiography, what would you include in the story?
- Describe a show you saw with friends or family. Use first, next, then and finally to describe the event.

**Important Words to Know and Understand**

**Inspiration** – Something that makes someone want to do something or that gives someone an idea about what to do or create

**Instrument** – A tool or device used for a particular purpose

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**2**

**Learn About Comprehension Strategies**

you read

- Know what to do when you get confused

**Why Readers Retell and Summarize While Reading**

Readers retell and summarize to remember the important events, characters, and information in books. When you read fiction stories that aren't real, it's helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it's important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a writer. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

## Retelling and Summarizing Lesson Plan

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**Retelling and Summarizing**

**3**

**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 4** – What have you learned so far about Tremé? Why is it important to the story?

**Page 11** – What do you need to make gumbo? Is this information important to the story? Why or why not?

**Page 13** – Why is Trombone Shorty putting two fingers to his lips? Is this an important detail to notice? Why or why not?

**Page 16** – Why is the boy named "Trombone Shorty"? How do you know?

**Page 21** – Summarize what happened on this page. Use words like, first, next, then, and finally to help you describe the events.

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**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – What type of information did you use when you retold and summarized *Trombone Shorty*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the characters, events, and the settings in *Trombone Shorty*. How does paying attention to the story elements help you to be a better reader?

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Trombone Shorty*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Visualizing**

**1** Get Ready To Read

**3** Visualize While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

Visualizing

**Understanding Text Structure**

**3** Understand Text Structure While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

Understanding Text Structure

**Making Connections**

**3** Make Connections While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

Making Connections

**Making Predictions**

**3** Make Predictions While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

Making Predictions

**Answer Key for Retelling and Summarizing with Trombone Shorty**

**Your Turn to Practice Retelling and Summarizing with Trombone Shorty**

**Answer Key for Visualizing with Trombone Shorty**

**Your Turn to Practice Visualizing with Trombone Shorty**

**Answer Key for Understanding Text Structure with Trombone Shorty**

**Your Turn to Practice Understanding Text Structure with Trombone Shorty**

**Answer Key for Making Connections with Trombone Shorty**

**Your Turn to Practice Making Connections with Trombone Shorty**

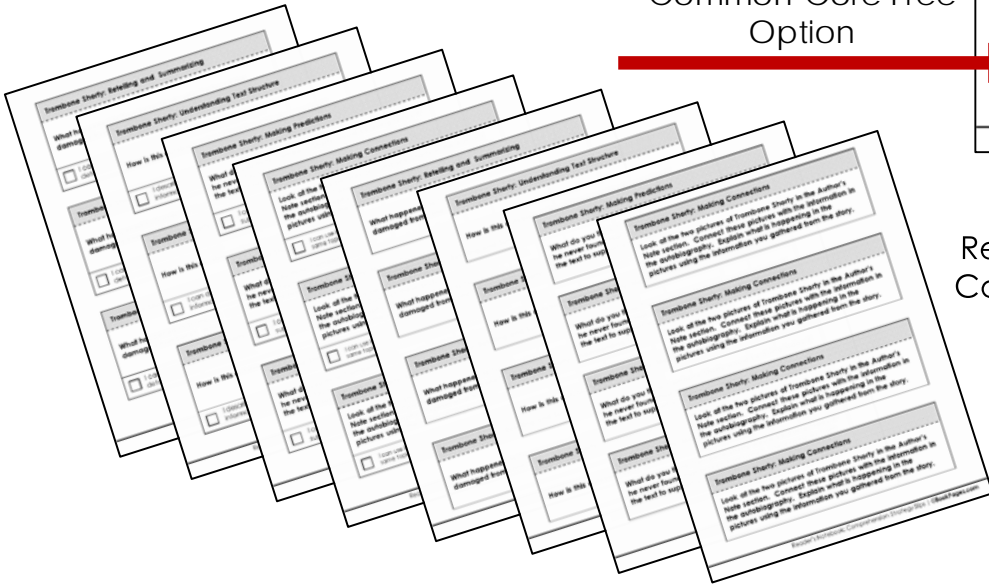
**Answer Key for Making Predictions with Trombone Shorty**

**Your Turn to Practice Making Predictions with Trombone Shorty**

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates how a reading response prompt can be aligned with Common Core State Standards (CCSS) or used as a 'Common Core Free Option'. It features three identical prompts stacked vertically. Each prompt asks: "How did the illustrations in this autobiography help you understand what the music sounded like?" and includes a checkbox for the statement: "I can read and understand fourth grade informational texts independently." (CCSS: RI.4.10). Red arrows point from the CCSS label to the checkbox and from the 'Strategy and Text Based Reader's Response Prompt' label to the question text. A 'Common Core Free Option' is shown to the right, which is identical but lacks the CCSS alignment checkbox and label.



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
 Title: \_\_\_\_\_  
 What is this book about?  
 Is it fiction or nonfiction?  
 Draw a picture or write a sentence for each box below.  

First	Next	Then
After that	Then	Last

 What is the most important thing you read in this book?  
 Directions:  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Retelling and Summarizing

**Making Connections**  
 Title: \_\_\_\_\_  
 Think about the book. What does the book remind you of?  
 What type of connection did you make?  
 Text to Self  Text to Text  Text to World  
 Draw a picture of your connection in the box below.  
 Directions:  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Making Connections

**Making Predictions**  
 Title: \_\_\_\_\_  

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Indicate which were correct.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

 Directions:  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Making Predictions

**Visualizing**  
 Title: \_\_\_\_\_  
 What page did you use to practice visualizing?  
 Draw a picture of your mental image in the space below.  
 Write down some of the words that the author used to help you make this picture in your mind.  
 Show your picture to someone. Make sure that you drew all of the words that helped you visualize.  
 Directions:  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Visualizing

**Understanding Text Structure**  
 Title: \_\_\_\_\_  

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

 Text Structures You Might See While Reading:  

Description	Sequence	Where and How to Use

 Directions:  
 1. Answer each of the questions.  
 2. Carefully cut out on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure