

Here's What You'll Get in the Trombone Shorty Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Grade Level: 4 / Guided Reading Level: R

Trombone Shorty
By: Troy Andrews

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

2
Learn About Comprehension Strategies

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 are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is 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 scholar. 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.

Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Grade Level: 4 / Guided Reading Level: R

Trombone Shorty
By: Troy Andrews

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
- Look for places where characters caused events to happen

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.

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 – Glue 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!)

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing

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

3
Visualize While Reading

- Notice the words and phrases that describe people, places, things, and events
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Visualizing

Understanding Text Structure

3
Understand Text Structure While Reading

- Look for the words and phrases that describe people, places, things, and events
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Understanding Text Structure

Making Connections

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

3
Make Connections While Reading

- Does this book remind you of another book you've read?
- Does the book remind you of something you've experienced?
- Does the book remind you of something you've learned?

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Making Connections

Making Predictions

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

3
Make Predictions While Reading

- Look for clues that tell you what characters might do next
- Look for clues that tell you what events might happen next
- Look for clues that tell you what the outcome of an event might be

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Making Predictions

Answer Key for Retelling and Summarizing with Trombone Shorty

Your Turn to Practice Retelling and Summarizing with Trombone Shorty

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.

Answer Key for Visualizing with Trombone Shorty

Your Turn to Practice Visualizing with Trombone Shorty

Page 3: Notice how the author describes Tremé. Visualize yourself standing on a street in Tremé. What do you see?

Answer Key for Making Connections with Trombone Shorty

Your Turn to Practice Making Connections with Trombone Shorty

Page 1: How do you notice about the words on this page?

Page 6: How does the author use description to tell us about James' character?

Page 14 to 16: How does the author use a problem and solution text structure?

Page 16: How does the author use a problem and solution text structure?

Answer Key for Making Predictions with Trombone Shorty

Your Turn to Practice Making Predictions with Trombone Shorty

Cover: Read the title of the book and look at the illustration. Make a prediction about what the story will be about.

Page 6: How does the author use description to tell us about James' character?

Page 14 to 16: How does the author use a problem and solution text structure?

Page 16: How does the author use a problem and solution text structure?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Trombone Shorty: Visualizing

How did the illustrations in this autobiography help you understand what the music sounded like?

I can read and understand fourth grade informational texts independently. CCSS: RI.4.10

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

How did the illustrations in this autobiography help you understand what the music sounded like?

I can read and understand fourth grade informational texts independently. CCSS: RI.4.10

How did the illustrations in this autobiography help you understand what the music sounded like?

I can read and understand fourth grade informational texts independently. CCSS: RI.4.10

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Trombone Shorty: Visualizing

How did the illustrations in this autobiography help you understand what the music sounded like?

Trombone Shorty: Visualizing

How did the illustrations in this autobiography help you understand what the music sounded like?

Trombone Shorty: Visualizing

How did the illustrations in this autobiography help you understand what the music sounded like?

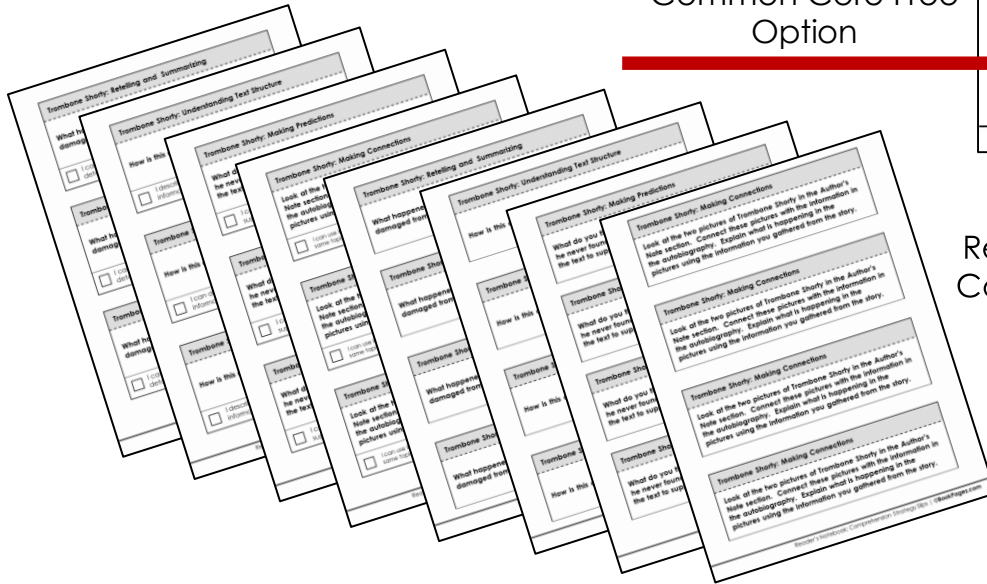
Trombone Shorty: Visualizing

How did the illustrations in this autobiography help you understand what the music sounded like?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

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 of the Beginning
Predictions while Reading
Check Predictions of the End

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 With Reading:
Description: _____ Sequence: _____ Cause and Effect: _____
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

Vocabulary Connections Resources

Important Words to Know and Understand in Trombone Shorthy Word List

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in "Trombone Shorthy"

Gumbo
A thick soup made in the southern U.S. with meat or seafood and usually okra

Hometown
The city or town where you were born or grew up

Inspiration
Something that makes someone want to do something or have an idea about what to do or create

Instrument
A tool or device used for a particular purpose

Microphone
A device into which people speak or sing in order to record their voices or to make them sound louder

Musician
A person who writes, sings, or plays music

Neighborhood
A section of a town or city

Nickname
A name (such as "Moose" or "Lady Bird") that's different from your real name but is what your family, friends, etc., call you when they are talking to you or about you

Performance
An activity (such as singing a song or acting in a play) that a person or group does to entertain an audience

Trumpet
A brass musical instrument that you blow into that has three buttons which you press to play different notes

Vocabulary Word List | ©BookPages.com

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Gumbo **Hometown** **Inspiration**

Instrument **Microphone** **Musician**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Gumbo **Hometown** **Inspiration**

Instrument **Microphone** **Musician**

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Gumbo	Hometown	Inspiration
a/n noun verb adverb adjective Definition of Gumbo:	a/n noun verb adverb adjective Definition of Hometown:	a/n noun verb adverb adjective Definition of Inspiration:
Gumbo looks like this:	Hometown looks like this:	Inspiration looks like this:
Gumbo reminds me of:	Hometown reminds me of:	Inspiration reminds me of:
I saw this word in:	I saw this word in:	I saw this word in:

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
with Words from Trombone Shorthy

Directions: Use the vocabulary words in the Word Bank to fill in the blanks in the sentences below.

- John's _____ for his beautiful painting was his mother.
- His mother gave him the _____ "buddy" when he was a baby.
- Michael Jackson was an American _____.
- The dancer was nervous before her _____ on Saturday night.
- My favorite musical _____ is the clarinet.

WORD BANK
GUMBO
HOMETOWN
INSPIRATION
INSTRUMENT
MICROPHONE
MUSICIAN
NEIGHBORHOOD
NICKNAME
PERFORMANCE
TRUMPET

WORD SEARCH
Z J U R H W G T U Z E V B
U H B B T O R O B M U G T
X Q W E T U G R D C U V
Q L A M W A E A M A N C
I E J P B W N P T Q U I K
J R E D Z A Q H U O C C F
P T A B L L K J B K W K C
Z U P K Q K O P A K C N P
O P M U Z J Z U Q R N A G
R W N Y Q Z I J K J M P A
B K N T H L W O R D C E C
T A H H A C X G D A N K W
I F X Y V X F W P E C O T

Directions:
1. Underline the 2-syllable words in the Word Bank.
2. Then, find the words in the word search.

Name: _____

Answer Key
Trombone Shorthy
Word Bank to fill in the blanks:
GUMBO
HOMETOWN
INSPIRATION
INSTRUMENT
MICROPHONE
MUSICIAN
NEIGHBORHOOD
NICKNAME
PERFORMANCE
TRUMPET

Directions:
1. Underline the 2-syllable words in the Word Bank.
2. Then, find the words in the word search.

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Trombone Shorthy
By: Troy Andrews

A new word that I learned in this book is: _____
It means: _____
I learned it in: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections By: Troy Andrews Grade Level: 4 / Guided Reading Level: R

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence below each after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Missing Mitten Mystery
By: Troy Andrews
Grade Level: 4 / Guided Reading Level: R

Word Work

Instructional Focus:
Contractions

Background:
A contraction is a short form of a word or a sound or letter. The omitted letters are usually written in an apostrophe.

Examples:

couldn't	I'll
didn't	I'm
don't	I've
hadn't	it's
he'd	let's

Materials and Preparation:

- A Copy of *The Trombone Shorty*
- Chart paper
- Colored markers
- Scissors
- Pencils
- Sample Anchor Chart
- Connect Contractions to Reading
- Contractions Word Match (1)
- Contraction Practice Page (1)
- Optional - Word Detective (1)
- Optional - Extend Engagement
- Extend Engagement Activity; (see Extend Engagement in S)

Step 1: Introduce the Focus of Word Work

Introduce Contractions

- Explain that some words can be combined to make one shortened word. Any omitted letters are replaced with an apostrophe.
- Make a table with two columns and thirteen rows.
- Write "Two Words" in the top left cell and "Contractions" in the top right cell.
- Write the words "are" and "not" next to each other in the first cell under the "Two Words" heading. Explain that "are" and "not" can be combined to make one shortened word by replacing the letter "o" with an apostrophe.
- Draw a line through the letter "o".
- Write the word "aren't" in the first cell under the "Contractions" heading. Say the word and ask children to repeat the word.
- Ask children to look at the apostrophe. It replaced the letter "o".
- Write the words "did" and "not" next to each other in the second cell under the "Two Words" heading. Explain that "did" and "not" can be combined to make one shortened word by replacing the letter "o" with an apostrophe.
- Draw a line through the letter "o".
- Write the word "didn't" in the second cell under the "Contractions" heading. Say the word and ask children to repeat the word.
- Ask children to look at the apostrophe. It replaced the letter "o".
- Follow the same steps with these words: he'd, he'll, I'd, I've, she'd, she'll, she's, that's, and there's.
- Ask children to share examples.

Step 2: Connect Word Work to Reading

Contractions in the Text

- Pass out **Connect Contractions to Reading** sheets and pencils.
- Tell the students the author of *"Trombone Shorty"* used contractions to add voice to his story.
- Show students **page 1** in the book. Read the page aloud to the students.
- Ask students to identify the contraction (y'all).
- Discuss how the word "y'all" adds voice to the story. You may also want to discuss the fact that "y'all" is not a standard contraction.
- Explain that you will read the autobiography to them. Their job is listen for contractions and raise their hand when they hear one.
- Stop reading when a student raises their hand.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

The Missing Mitten Mystery
By: Troy Andrews
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 2: Connect Word Work to Reading (continued)

Extend Engagement

- Cut out the word cards from the **Extend Engagement Activity**. Connections and deal the cards to students.
- Cut out the word cards from the **Two Words** cards. Place them in a pile face down in front of you.
- Tell children that you will read two words from the **Extend Engagement Activity**. Two Words pile. Students will see if they have the contraction for the two words. If they have the contraction, they will collect the two cards as a match.
- The student with the most matches at the end of the game wins.

Examples of Contractions Found in the Text:

couldn't	that's
didn't	there's
don't	whoever's
he'd	who's
I'm	you've
I've	let's
it's	

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each team a **Contractions Word Match** sheet.
- Tell students to cut out the cards, mix them up, and place them face down, making four rows and four columns.
- The object of the game is to match two words with a contraction.
- Explain that each player will turn over two cards.
- If the two cards match, the player gets to keep the two cards.
- If the cards do not make a match, the player will turn the cards over.

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Interactive Activities

Contractions Word Match
Interactive Activity

Directions:

- Cut out the word cards below.
- Place the cards face down making four columns and four rows.
- Turn over two cards.
- If one card has a contraction and the other card has two words that make the contraction, the player gets to keep the match.
- If the cards do not make a match, the player turns the cards over.
- The player with the most matches wins.

he'll	he will	we've	we have
she's	she is	weren't	were not
I'd	I would	what're	what are
I've	I have	what's	what is

Guided Word Work Practice | @BookPagez.com

The Missing Mitten Mystery
By: Troy Andrews
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 4: Independent Word Work Practice

Practice Page

- Pass out a **Contraction Practice Page** to each student.
- Ask students to look at the music notes. They will notice a contraction written in the bar on each note.
- Tell children to write the two words that make the contraction in the circles of each musical note.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **contractions** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Contractions
Extension Activity

Directions:

Be a word detective!

Be on the lookout for **contractions** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word in it.

Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Contractions
Word Work Practice Page

Directions:

Write the two words that make the contraction at the top of the note. The words have been done for you.

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record				
Title: Trombone Shorty		Guided Reading Text Level: R	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT
				E SC E MSV SC MSV
Page				
1	WHERE Y'AT? WHERE Y'AT?			
2	We have our own way of living down here in New Orleans, and our own way of talking, too. And that's what we like to say when we want to tell a friend hello. So, WHERE Y'AT? Lots of kids have nicknames, but I want to tell you the story of how I got mine. Just like when you listen to your favorite song, let's start at the beginning. Because this is a story about music.			
3	But before you can understand how much music means to me, you have to know how important it is to			
Analysis and Comments:				
Tested By: _____				©BookPagez.com

Running Record Assessment

Thank You, Mr. Falker CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about <i>Thank You, Mr. Falker</i> to answer each of the following questions.</p>		
<p>1. Who is the story really about?</p> <p><input type="radio"/> A The story is about a little girl who grows up to be a teacher.</p> <p><input type="radio"/> B It is about a teacher who is new to the girl's school.</p> <p><input type="radio"/> C It is about the author, Patricia Polacco, when she was a little girl.</p> <p><input type="radio"/> D It is about a girl who has trouble in art class.</p>		
<p>2. What lesson does the little girl learn about herself?</p> <p><input type="radio"/> A She learned that she could read—she</p> <p><input type="radio"/> B She learned she was only good at art.</p> <p><input type="radio"/> C She learned that honey makes her happy.</p> <p><input type="radio"/> D She figured out that she would never</p>		
<p>3. How does Mr. Falker change Trisha's life?</p> <p><input type="radio"/> A With his help, she is able to go on to</p> <p><input type="radio"/> B He moved the bullies into other class</p> <p><input type="radio"/> C He tells her she should just focus on c</p> <p><input type="radio"/> D He believes in her, helps her, and op</p>		
<p>4. What line did the author repeat at the beginning?</p> <p><input type="radio"/> A She repeats the idea of books and k</p> <p><input type="radio"/> B She repeats how much she does not</p> <p><input type="radio"/> C She says thank you to Mr. Falker at th</p> <p><input type="radio"/> D She repeats all the horrible things son</p>		
<p>5. What is Trisha's problem that makes it hard for her to read and work with numbers? (RL.2.5)</p> <p><input type="radio"/> A She didn't try hard enough.</p> <p><input checked="" type="radio"/> B The numbers and letters looked wiggly, fuzzy, and out of order.</p> <p><input type="radio"/> C She needed glasses.</p> <p><input type="radio"/> D She is just better at art.</p>		
<p>6. What was important to know about Mr. Falker's point of view when it came to his students? (RI.2.4)</p> <p><input type="radio"/> A He dressed in the neatest clothes.</p> <p><input type="radio"/> B He thought he could teach Trisha to read all by himself.</p> <p><input checked="" type="radio"/> C He treated his students fairly, saw their talents, and didn't accept bullying.</p> <p><input type="radio"/> D He thinks teaching is boring.</p>		
<p>7. What can we learn about Trisha's feelings from the illustrations of recess? (RL.2.7)</p> <p><input type="radio"/> A She ignores mean kids and has fun playing with her friends.</p> <p><input type="radio"/> B She is very angry and finds ways to bully people at recess.</p> <p><input type="radio"/> C She is happiest at recess time because she doesn't have to read.</p> <p><input checked="" type="radio"/> D She is very hurt by the words the bullies use to make fun of her.</p>		
<p>8. How was "kindergarten Trisha" different than "first-grade Trisha"? (RL.2.9)</p> <p><input checked="" type="radio"/> A She was happy in kindergarten, but started to feel "different" in first grade.</p> <p><input type="radio"/> B She was bored in kindergarten.</p> <p><input type="radio"/> C She was so happy to learn to read in first grade.</p> <p><input type="radio"/> D All she did was draw in first grade.</p>		
<p>9. Based on what you've read, why did Trisha become an author of children's books? (RI.2.10)</p> <p><input type="radio"/> A She wanted to be famous.</p> <p><input type="radio"/> B She couldn't decide on another job.</p> <p><input checked="" type="radio"/> C She could use reading, writing, and drawing to help children not feel so "different."</p> <p><input type="radio"/> D She just wanted to draw.</p>		
<p>CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com</p>		

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Answer Key


Extension Activity

Name: _____ Date: _____

Directions:
Trombone Shorty is an autobiography about a famous trombone player named Troy Andrews. His story touches upon a city, a recipe, a musician and music that you may want to learn more about.
 Fill out the graphic organizer below and visit your school library to learn more about Trombone Shorty. The school librarian and your classroom teacher can help you find answers to your questions.

Ideas I Heard

I Want To Learn More About...



Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.2 - Cite specific passages, ideas, or concepts in historical, scientific, or technical texts, including what happened and why, based on specific information in the text. RI.9 - Cite relevant text to support analysis in a text. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others. SL.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.2 - Cite specific passages, ideas, or concepts in historical, scientific, or technical texts, including what happened and why, based on specific information in the text. RI.9 - Cite relevant text to support analysis in a text. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others. SL.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Connections Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.2 - Cite specific passages, ideas, or concepts in historical, scientific, or technical texts, including what happened and why, based on specific information in the text. RI.9 - Cite relevant text to support analysis in a text. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others. SL.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.2 - Cite specific passages, ideas, or concepts in historical, scientific, or technical texts, including what happened and why, based on specific information in the text. RI.9 - Cite relevant text to support analysis in a text. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.1 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the remarks of others. SL.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Trombone Shorty Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Trombone Shorty" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Trombone Shorty CCSS Alignment @BookPagez.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Trombone Shorty Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Trombone Shorty

Página 4:
¿Qué has aprendido hasta ahora sobre Tremé?


¿Por qué es importante para la historia?

Página 11:
¿Qué necesitas para hacer gumbo?

¿Es esta información importante para la historia? ¿Por qué o por qué no?

Página 13:
¿Por qué Trombone Shorty se lleva dos dedos a los labios?

Nombre: _____



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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con Trombone Shorty

Página 4:
¿Qué has aprendido hasta ahora sobre Tremé?
Las respuestas varían. Podrían incluir: Tremé es un barrio de Nueva Orleans. Aprendí que las personas que viven allí se saludan preguntando: "¿Dónde estás?" También aprendí que puedes escuchar música en cualquier momento del día o de la noche en las calles de Tremé.


¿Por qué es importante para la historia?
Las respuestas varían. Podrían incluir: Esta información es importante porque nos permite saber que la música es una gran parte de este vecindario.

Página 11:
¿Qué necesitas para hacer gumbo?
Las respuestas varían. Podrían incluir: Una olla grande, salchichas, cangrejos, camarones, pollo, verduras, arroz y sobras.

¿Es esta información importante para la historia? ¿Por qué o por qué no?
Las respuestas varían.

Página 13:
¿Por qué Trombone Shorty se lleva dos dedos a los labios?
Las respuestas varían. Podrían incluir: El está fingiendo tocar un instrumento con cuernos.

Nombre: _____



Answer Key | ©BookPages.com

Hacer conexiones con Trombone Shorty

Página 2:
Aprenderemos una conexión. Las respuestas varían.

¿Cómo te ayuda a conectar?
Las respuestas varían.

Página 7:
Haga una conexión texto a texto. Las respuestas varían.

¿Por qué te ayuda a conectar?
Las respuestas varían.

Página 10:
Haga una conexión texto a texto. Las respuestas varían.

¿Tu conexión es útil? ¿Por qué o por qué no?
Las respuestas varían.

Nombre: _____

Making Connections

Tu turno para practicar: Hacer conexiones con Trombone Shorty

Página 8:
Haga una conexión texto a texto largo de la historia. Las respuestas varían.

¿Cómo te ayuda tu conexión a conectar?
Las respuestas varían.

Página 15:
Trombone Shorty que sucede. Las respuestas varían.

¿Cómo lo ayuda a conectar?
Las respuestas varían.

Página 6:
Haga una predicción sobre a dónde James irá. ¿Qué te ayuda a hacer esa predicción?
Las respuestas varían.


Página 20:
¿Qué predicción sobre el texto? Las respuestas varían.

¿Qué predicción sobre qué materiales usarán los niños para hacer instrumentos?
Las respuestas varían.

Página 14:
Haga una predicción sobre qué materiales usarán los niños para hacer instrumentos. Las respuestas varían.

¿Por qué piensas eso?
Las respuestas varían.

Nombre: _____



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Making Predictions

Visualizar con Trombone Shorty

Página 3:
Observe cómo el autor describe a Tremé. ¿Qué notas?
Las respuestas varían.

Página 9:
Aquí el autor describe a Tremé. ¿Qué notas?
Las respuestas varían.


Página 12:
Imagina que estás haciendo gumbo en la cocina ilustrada en esta página. ¿Qué notas?
Las respuestas varían.

¿Qué notas sobre el texto?
Las respuestas varían.

Página 12:
Imagina que estás haciendo gumbo en la cocina ilustrada en esta página. ¿Qué notas?
Las respuestas varían.

¿Qué notas sobre el texto?
Las respuestas varían.

Nombre: _____



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Visualizing

Tu turno para practicar: Entender la estructura del texto con Trombone Shorty

¿Cómo se resuelve el problema?
Las respuestas varían.


Página 19:
Aquí el autor describe el destile. ¿Qué palabras te ayudan a visualizarlo sucediendo?
Las respuestas varían.

Página 32:
James ayuda a su hermano mayor. ¿Qué notas sobre el texto?
Las respuestas varían.

Página 5:
Aquí el autor está usando la descripción para contarnos sobre James. ¿Cómo lo describe el autor?
Las respuestas varían. Podrían incluir: El autor describe a James como un hermano mayor que toca la trompeta y es el líder de una banda.

Páginas 14 a 15:
Aquí el autor está usando una estructura de texto de problema y de solución. ¿Cuál es el problema?
Las respuestas varían. Podrían incluir: Los niños no tienen instrumentos. Hacen sus propios instrumentos y encuentran un trombone roto para tocar.

Nombre: _____



Answer Key | ©BookPages.com

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Puedo usar información de dos textos informativos diferentes sobre el mismo tema para ayudarme a escribir con conocimiento sobre el tema. CCSS: RI.4.9

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Puedo usar información de dos textos informativos diferentes sobre el mismo tema para ayudarme a escribir con conocimiento sobre el tema. CCSS: RI.4.9

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Puedo usar información de dos textos informativos diferentes sobre el mismo tema para ayudarme a escribir con conocimiento sobre el tema. CCSS: RI.4.9

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Trombone Shorty: Hacer conexiones

Mira las dos imágenes de Trombone Shorty en la sección Nota del autor. Conecte estas imágenes con la información en la autobiografía. Explique qué está sucediendo en las imágenes usando la información que recopiló de la historia.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir

Titulo: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta solo en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones

Titulo: _____

Pienso en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta las preguntas.
2. Contesta solo en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones

Titulo: _____

Predicciones al principio	Predicciones mientras leo	Verifica las predicciones
¿Qué predicciones hiciste?	¿Qué predicciones hiciste?	¿Qué predicciones hiciste?
<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:
1. Contesta las preguntas.
2. Contesta solo en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Visualizar

Titulo: _____

¿Qué página vas a leer para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Compara tu dibujo con alguien. Argúente de haber dibujado todo lo posible que te ayudaron a visualizar.

Instrucciones:
1. Contesta las preguntas.
2. Contesta solo en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Entender la estructura del texto

Titulo: _____

Estructura del texto	Desde las vueltas la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____	Página: _____	Página: _____
Página: _____	Página: _____	Página: _____
Página: _____	Página: _____	Página: _____

Situación que pueden ver mis ojos

Descripción	Secuencia	Causa y efecto
Comparar y contrastar	Caricatura y sátira	

Instrucciones:
1. Contesta las preguntas.
2. Contesta solo en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

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Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Trombone Shorty es una autobiografía sobre un famoso trombonista llamado Troy Andrews. Su historia cuenta sobre una ciudad, una receta, un músico y música de la que tal vez desee obtener más información.

Complete el organizador gráfico a continuación y visite la biblioteca de su escuela para obtener más información sobre Trombone Shorty. El bibliotecario de la escuela y el maestro de su clase pueden ayudarlo a encontrar respuestas a sus preguntas.

Ideas que escuché

Quiero aprender más sobre ...

