

TROMBONE SHORTY

mentor text unit

Mentor Sentence Lesson
Interactive Activity
Reading Activities
Writing Prompt
Vocabulary



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Digital Learning Links

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Trombone Shorty
By Troy Andrews



1. Identify the main focus of the text. (Standard: L.1.1.1) (Superheroes)

Reading Lesson 1

R.1, R.3: Students provide evidence that shows he was passionate about becoming a musician.

R.2: Students identify the theme and support it with details.

R.3: Students identify ways music influenced him and show how music was always such a big part of his life.

5. Students identify figures and symbols in the book and explain how it contributes to the text. (Example: tuba like in Mopland book)

R.6: Students explain how they know this is an autobiography (identifying elements of first-person point of view).

R.7: Students identify how the illustrations emphasize the text.

R.9: Read Muddy by Michael Mahin and compare Trombone Shorty and Muddy Waters.

Reading Lesson 1

1/3 Students identify and describe someone who inspires them.

We might have sounded
different from the regular brass
bands, but we felt like the
greatest musicians of the time.
~ Trombone Shorty

Monday - possibilities of things to notice

*superlative (adjective) – greatest

first person POV – pronoun we

modal – might have (perfect modal – might have sounded)

descriptive – different from professional phrase

compound sentence

proper noun – Tremé

plural nouns – bands, musicians

Tuesday - label the sentence

We – pronoun

might have – modal / auxiliary

sounded, felt – linking verbs

different, real, brass, greatest – adjectives

from, like, of – prepositions

the – article

band, musician, Tremé – nouns

but – conjunction

We might have sounded different from the professional brass bands, but
we felt like the greatest musicians of Tremé.

complete subjects

simple subjects

complete predicates

simple predicates

Wednesday - possibility of revised sentence

We might have sounded different from the professional brass
 bands but we felt like the greatest jazz musicians of Tremé.
 (change subject to be stronger made subject effective)

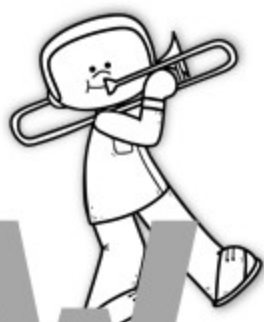
Thursday - possibility of imitation sentence

We might have looked different from the fancy royal rulers, but
 we felt like the prettiest princesses of Disney.

Name: Answer Key

Date: _____

Editing Assessment



We might have sounded different from the *real* brass bands but we *feeled* like the *greatest* musicians of *trémé*.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

We might have sounded different from the *real* brass bands, but we felt like the greatest musicians of Tremé.

Fill in the comparative or superlative ending on the words below:

2. James played the trumpet loudest of all!

3. I think my brother was er than I was.

4. The gumbo er than the yummiest dish I've ever tasted.

5. Tubas are the biggest brass instrument.

6. The New Orleans Jazz Festival headlined the grandest musicians of all time.

7. That trombone was bigger than me.

8. Nobody could see me because I was the smallest one there.

9. Even musicians younger than him have great talent.

COMPARATIVES AND SUPERLATIVES

A comparative is used to compare two things. A superlative is used when you compare three or more things, or you are referring to something being the "most." Cut out the activity and put glue only behind the top strip. Cut up so there are two flaps. Under each flap, write the words from the list at the bottom as comparatives and superlatives.

| Comparatives & Superlatives | |
|--|---|
| Comparative add -er when comparing two things | Superlative add -est to show something is the MOST |

Adjectives and Adverbs

remember the spelling rules about adding a suffix to a word!

great

high

rua

ast

ba

arly

Name: _____ Date: _____

Trombone Shorty

Give evidence to support the theme of the book.

Theme:

PREVIEW

PREVIEW

PREVIEW



Trombone Shorty

Look at the illustrations and describe how they help the author's words.

| Look Closely At... | Illustration Description- how did it help? |
|---|---|
| the pages that say: "Follow me," and would say. | Answers may vary might include: James is playing his own instrument and he pretends to play- it shows how he was learning before he even had his own instrument. |
| the pages displaying the Mardi Gras parade | There is a real photo of Troy having fun, surrounded by tons of people- it helps the reader imagine what it would have been like to be at a parade. |
| the illustration of the boy with the instruments, and Troy when he found the trombone | There are translucent towns on all the boys' heads helping us see they imagine themselves as being in town with their made or broken instruments. |
| the balloons on pages throughout the entire book | The balloons start on the page with the statement about music floating in the air- the balloons could be a metaphor for the music floating so we can "see" the music too. |
| the page that says the end of the balloon | The smaller balloons are the music floating through the air, but Troy found the balloon balloon with his name written on it, which shows how he is the one making the music. |

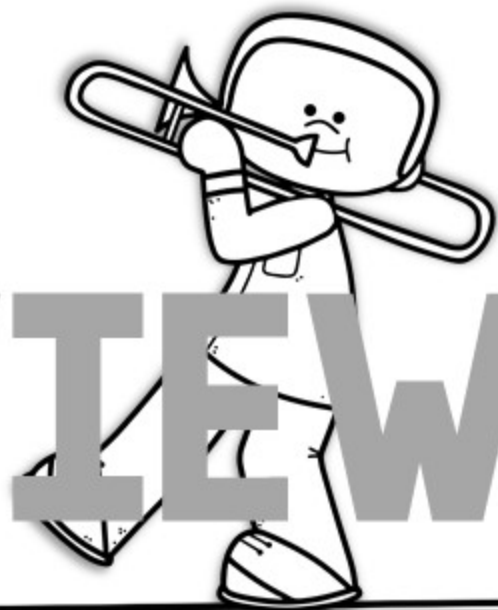
Name: _____ Date: _____

Trombone Shorty

Write a direct quote from the book containing figurative language, then tell how it helps you understand the story.

Author: _____
Language: _____

Helps understand: _____



Name: _____ Date: _____

Trombone Shorty



The town of Tremé, as well as family, inspired Trombone Shorty.

What else inspired you?

PREVIEW

PREVIEW

PREVIEW

inspiration



© jivey

parade



© jivey

brass



© jivey

gumbo



© jivey

lucky



© jivey

overfeed



© jivey

Name: _____ Date: _____

WHAT DO YOU THINK?



Use the text and picture clues to help you infer the meaning of these words.

| WORD | PA | OF SPEE | B | K CL | YOUR DEF | ITION |
|-------------|----|---------|---|------|----------|-------|
| inspiration | | | | | | |

parade

brass

gumbo

proudly

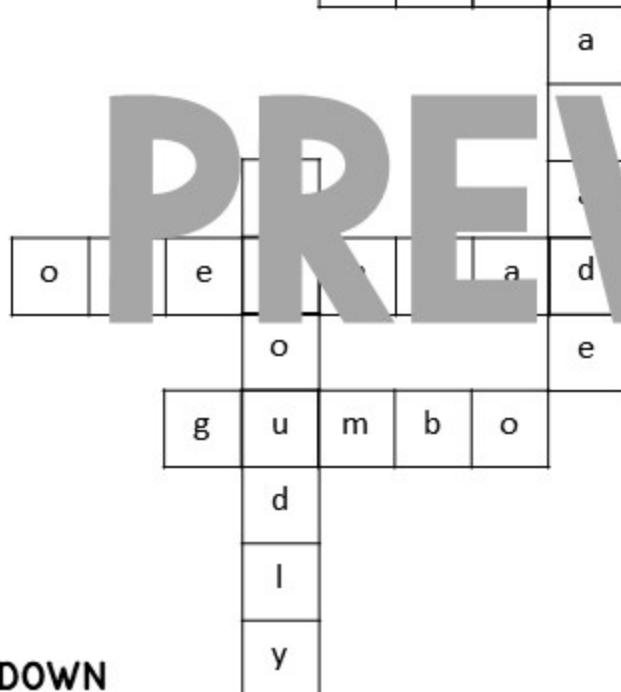
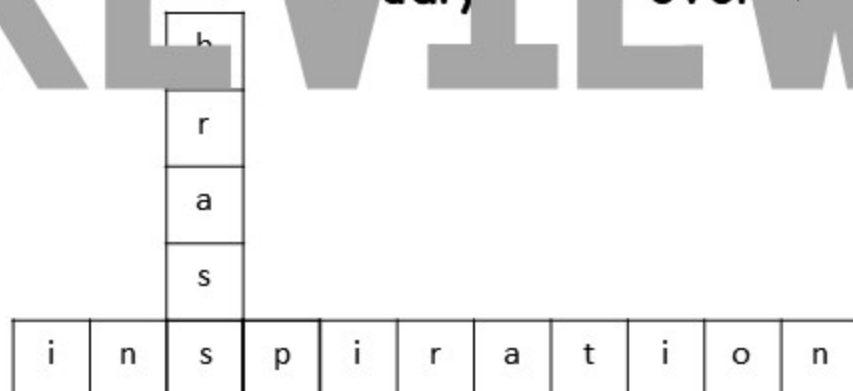
overhead

Name: **ANSWER KEY**

Date: _____

CROSSWORD PUZZLE

Solve the puzzle by filling in the correct vocabulary words.



ACROSS

1. The bird zipped through the trees. _____

2. Creamy mixed shrimp and okra into the _____. _____

3. Juleah gets all of her _____ for her paintings from nature and the people she loves.

DOWN

4. The red-headed _____ perched on the owl.

5. The _____ work was slow, it had lost its shine.

6. Charlotte stood _____ on the stage to accept her award.

Name: _____ Date: _____

WHAT DID THEY SAY?



Imagine these people are speaking using the vocabulary words. What could they say?



PREVIEW



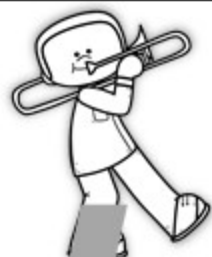
PREVIEW



PREVIEW

Name: **ANSWER KEY** Date: _____

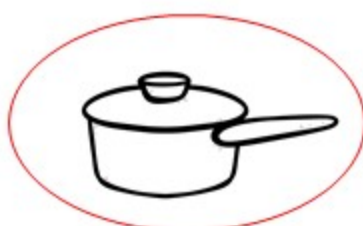
SHOW WHAT YOU KNOW



1. Maggie collected _____ in the chicken coop.

The citizens in the city _____ with _____.

- a. inspiration b. gumbo c. a pot of soup

2. Which item is likely made of brass?3. Which word is an adverb?

- a. please b. embarrassingly c. work hard

4. Choose the best word to complete the sentence:

The _____ hovered overhead.

- a. birds b. children c. trees

5. Which ingredient was probably added to the gumbo?

- a. shrimp b. grapes c. cereal

6. Misty stepped on Jem's inspiration for dancing. What does this mean?

Jem looks up to Misty as a dancer. She says she may learn dances.



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