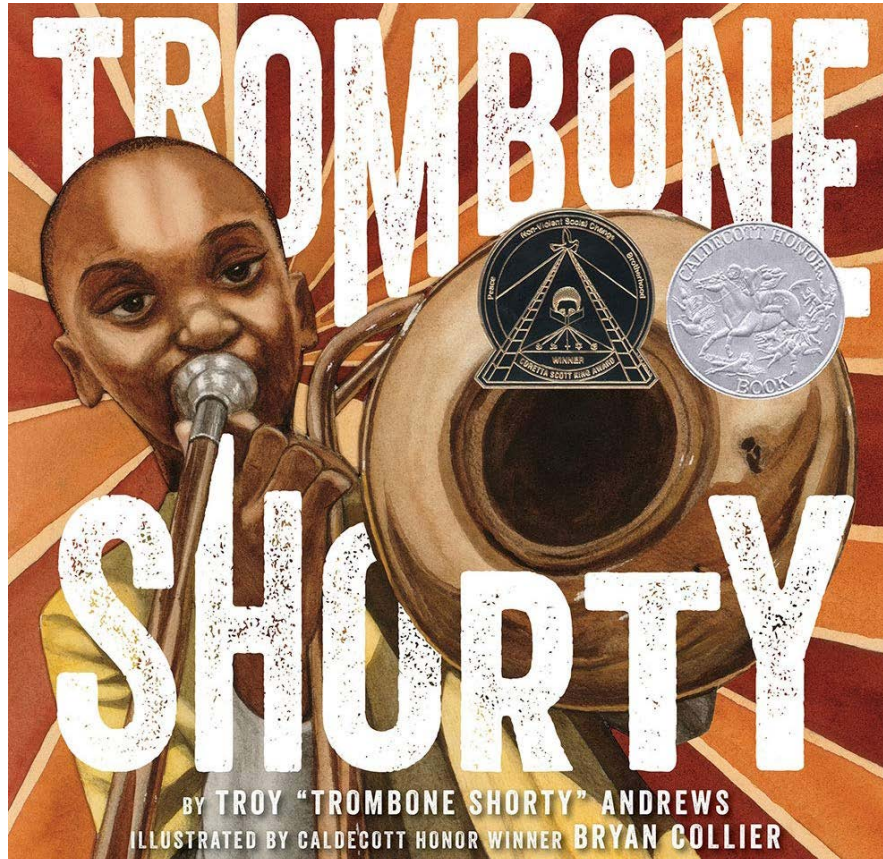


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



TROMBONE SHORTY

WRITTEN BY TROY "TROMBONE SHORTY" ANDREWS

ILLUSTRATED BY BRYAN COLLIER

Watch Angela Bassett
read this story
at storylineonline.net



ABOUT THIS STORY

SYNOPSIS

A 2016 Caldecott Honor Book and Coretta Scott King (Illustrator) Award Winner

Hailing from the Tremé neighborhood in New Orleans, Troy “Trombone Shorty” Andrews got his nickname by wielding a trombone twice as long as he was high. A prodigy, he was leading his own band by age six, and today this Grammy-nominated artist headlines the legendary New Orleans Jazz Fest.

Along with esteemed illustrator Bryan Collier, Andrews has created a lively picture book autobiography about how he followed his dream of becoming a musician, despite the odds, until he reached international stardom. *Trombone Shorty* is a celebration of the rich cultural history of New Orleans and the power of music.

THEMES IN THE STORY

Family support and encouragement, Dedication, Music, Jazz

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. (*Standards listed below are for 2nd and 3rd grade but can be adapted to 4th grade standards.*)

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Build background for students by discussing the following with students:

- **New Orleans:** Location, culture, importance of music
- Feast of Mardi Gras
- **Nicknames:** Ask students if they have a nickname and how they got the name.
- Difficulty of playing an instrument
- **Discuss:** Have you ever wanted to learn to do something so much that it was all you could think of?

Step 2: Introduce the book, *Trombone Shorty*, and ask students to predict what it will be about.

DURING VIEWING

Standards: CCSS.SL.2.2, CCSS.RL.2.1, CCSS.SL.3.2, CCSS.RL.3.1

Objective: Students will listen to the story and answer teacher posed questions appropriately.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts. Suggestions:

- After listening to the first two pages:
 - Point out and discuss “WHERE Y’AT?” Ask students to share different ways we tell a friend hello.
 - Who is telling the story? What have we learned about the subject of the story?
- Continue to make predictions and build connections with Trombone Shorty and his family.
- How did Trombone Shorty get his name?
- What do you think “FOLLOW ME” means?
- Is this a true story? How do you know?
- **Illustrations:** Discuss the use of balloons in the story: Small balloons represent music floating through the air over the city of New Orleans. At the end of the story, these small balloons, powered by the force of Trombone Shorty’s horn, transform into a hot air balloon representing his music now having the power to soar over the world.

AFTER VIEWING

- Standards:** CCSS.RL.2.6, CCSS.RL.3.6
- Objective:** Students will identify and differentiate between first person and third person point of view.
- Materials:** Point of View Anchor Chart (🔍 [Google It!](#) for examples)
Worksheet (*see page 8*)
Trombone Shorty on StorylineOnline.net

Procedure:

- Step 1:** Explain that point of view is the perspective from which a story is told. Stories are usually told from first person point of view or third person point of view. Explain Point of View:
- **First Person POV**– the narrator is in the story and is telling the story. When the character is in the story, readers can get in the character’s head and experience the story from their own personal perspective, or point of view.
 - **Third Person POV** - the narrator is not a character in the story. When the narrator is not in the story, readers get to see the whole picture and experience the story from an outsider’s perspective, or point of view.
- Step 2:** Display the anchor chart and discuss the pronouns that help to identify the point of view.
- Step 3:** Divide chart paper in two columns and label: **First Person – Third Person.**
- Step 4:** Show students how to differentiate between first person and third person point of view: Under the column labeled “**First Person**” write: “*I put the marker down*”. Demonstrate how to change this statement to third person (She/He/They put the marker down.) Write the statement in the “**Third Person**” column. Continue with a few more examples, calling on students to retell the statement in third person.
- Step 5:** Have students revisit the story, *Trombone Shorty*, and listen carefully to identify the point of view. Ask them to listen for the word clues (pronouns used) and think about who is telling the story.
- Step 6:** Bring the class together to discuss findings.
- Step 7:** Assign students to complete the worksheet as directed.

Extension Activity: Write a summary of the story using the third person point of view edits from the worksheet as a guide.

READING RESPONSE

- Standards:** CCSS.RL.2.1, CCSS.RL.2.3, CCSS.RL.3.1, CCSS.RL.3.3
- Objective:** Students will answer the prompt using at least two details from the story to support the response.
- Reading Prompt:** How does Trombone Shorty feel about music? Use at least two details to support your response.

WRITING – PERSONAL NARRATIVE

Standards: CCSS.W.2.3, CCSS.W.3.3

Objective: Students write a first person personal narrative piece using grade appropriate sentence structure and spelling.

Materials: Personal Narrative Graphic Organizer ( Google It!)
Writing tools

Procedure:

- Step 1:** Explain that a personal narrative is a story about your own life. Refer to *Trombone Shorty* as an example of a personal narrative.
- Step 2:** Tell students they are going to write a personal narrative. Brainstorm a list of possibilities. Have students think of a special event in their life they would like to write about.
- Step 3:** Partner students. Partners take turns telling their story.
- Step 4:** Complete graphic organizer as a prewriting activity.
- Step 5:** Continue the writing process to completion.

ACROSS THE CURRICULUM ACTIVITIES

MATH/SCIENCE/MUSIC – FRACTIONS, MEASURING LIQUID, SOUND

OBJECTIVE —

Students use their knowledge of fractions and measurement to conduct a sound experiment.
Students use knowledge gained to play music.

LITERACY STANDARDS —

CCSS.RF.1.4, CCSS.RL.1.6, CCSS.RF.2.4, CCSS.RL.2.6

MATERIALS —

7 Drinking glasses or glass jars per group (*capacity should be at least 1 cup*)

Measuring cups – 1 set per group

Metal spoons – 1 per group

Index cards

Water

Tape

Math journal or paper

Teacher Note:

- Students should have an understanding of fractions as related to 1 cup:
1/4 1/2 3/4 1/3 2/3
- Students should be able to measure liquids using measuring cups.

PROCEDURE —

Step 1: Begin by lining up 8 glasses. Tape one index card to the table in front of each glass.

Step 2: Number each glass by writing a number in the upper left corner of the index card - **#1** through **#8**.

Step 3: Next, have students label the first index card “**one whole**” or “**1/1**”. Have students pour 1 cup of water into the first glass. Follow this same procedure for each fraction and measure the corresponding amount of water into each cup: **1/4 1/2 3/4 1/3 2/3 0 (empty glass)**

Step 4: Instruct students to draw a diagram of the water filled glasses, include fraction.

Step 5: Discuss pitch and ask students which glass will have the highest pitch? Lowest? Record predictions.

Step 6: Using the spoon, gently tap each glass and listen for the sound it makes. Tell students to label their diagram to show which glasses produce a lower sound and which glasses produce a higher sound. (Glass with the most water – **SLOWEST** sound wave vibrations = **LOWEST** pitch. Glass with the least amount of water – **FASTEST** sound wave vibrations = **HIGHEST** pitch.)

Step 7: Check predictions and discuss.

Step 8: Challenge students to reorder the glasses from highest pitch to lowest pitch. Record order.

Step 9: **Math:** Order fractions from least to greatest. Water in glasses serve as a visual to help students complete this activity. Record.

Extension Activity: Students make their own music. Have students use the numbers on the index cards to create an original song by writing the sequence they used. Students can then try playing each other’s songs.

The Science: The pitch of sound (high or low) depends on the rate of the sound wave’s vibration. Lower pitched sounds come from slower vibrations. Higher pitched sounds come from faster vibrations. The more water contained in the glass, the slower the sound of the wave’s vibrations.

SOCIAL STUDIES – COMMUNITIES

OBJECTIVE —

Students research New Orleans and create a visitors' guide.

MATERIALS —

Computer with internet access

Paper (8½ x 11)

Notebook or sheet to record research

Crayons, markers, colored pencils, etc.

Teacher Note:

Use the computer to make the brochure to integrate technology into the lesson.

PROCEDURE —

- Step 1:** A community is a place where people live, work, and play. Discuss the ways that people in your own community live, work, and play. Record on chart paper if desired.
- Step 2:** Remind students that Trombone Shorty grew up in New Orleans. Explain that New Orleans is in Louisiana – show location on a map, if possible.
- Step 3:** Ask students to recall some examples from the story that show how people live, work, and play. Have students use the internet to research ways the people of New Orleans live, work, and play.
- Step 4:** **Brochure:** Fold paper into thirds. Open. On inside, label each third: **Places to Live, Places to Work, Places to Play.** Students report their findings in each column. Design a cover for the brochure.

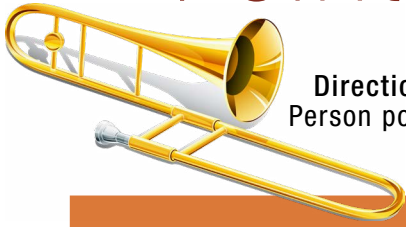
MUSIC

Introduce students to the music of Trombone Shorty. Suggestions:

- Musical Gumbo:** Troy wanted his music to sound like different styles combined to create his own musical gumbo. Google “*Trombone Shorty*” to gain access to his music. Choose some songs for students to enjoy. Discuss the different styles heard in the songs.
- Hold your own New Orleans Jazz & Heritage Festival:** The official website states, “the Festival celebrates the indigenous music and culture of New Orleans and Louisiana, so the music encompasses every style associated with the city and the state.” Styles include blues, gospel, Cajun, Afro-Caribbean, folk, Latin, country, rock, rap, and jazz. Assign each student a style of music to present. Plan a music festival with your class to include food, dance, and music presentations.

Name: _____

Point of View Worksheet



Directions: Rewrite the sentences written in First Person to show Third Person point of view. Underline your changes. The first one is done for you.

FIRST PERSON POINT OF VIEW	THIRD PERSON POINT OF VIEW
Lots of kids have nicknames, I want to tell you the story of how I got mine.	Lots of kids have nicknames, Troy wants to tell the story of how he got his .
I grew up in a neighborhood in New Orleans called Tremé.	<hr/> <hr/>
I would pretend to play in my brother's band.	<hr/>
My mother made chicken gumbo. I wanted my music to sound like my own musical gumbo!	<hr/> <hr/>
My friends and I made our own instruments. Then one day I found a broken trombone.	<hr/> <hr/>
James called me, "Trombone Shorty!" because the instrument was twice my size.	<hr/> <hr/>

I practiced day and night. I was so small that sometimes I fell over because it was so heavy.

One day we went to the New Orleans Jazz & Heritage Festival to hear Bo Diddley play.

I watched Bo and started to play along.

I played my trombone on stage with Bo Diddley.

I formed a band with my friends called the 5 O’Clock Band.

I joined my brother’s band and everyone called me Trombone Shorty.

Now I have my own band, called Trombone Shorty & Orleans Avenue.

I have a foundation called The Trombone Shorty Foundation to help young musicians, just like my brother helped me!

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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