Trombone Shorty
Reader’s Guide

Author: Troy “Trombone Shorty” Andrews
Illustrator: Bryan Collier
Grade Levels: 1-5 Grades

Objective: Students will discover how Trombone Shorty’s love of music was sparked and nurtured.

EBR Core Action Support - Text, Task, Talk
- 1 - High Quality Text & Supports Foundational Skills
- 2 - Employ questions and tasks that are text dependent and text specific.
- 3 - Provide all students with the opportunity to engage in the work of the lesson.

Before Reading:
- Preview the front cover of the book.
- Ask students what they think this book will be about, explain that is called making predictions.
- Student Spark: Do you or anyone you know play an instrument or sing? What instrument and type of music do you/they play?

After Reading:
1. Reactions
   - What did you think about the book, do you have a favorite part?
   - How do you think the art was made?
   - Go back through the book and discuss what happened at the beginning, middle, and end.

2. Question/Discussion
   - How did Trombone Shorty get his nickname? Do you or anyone you know have a nickname? What is it and how did it come about?
   - Why was Trombone Shorty inspired to play music at such a young age?
   - What do you notice that is similar about the place he grew up to where you grew up? What is different? What do you think Trombone Shorty thinks about his hometown? What do you think?
   - Music is very important in Trombone Shorty’s community and family. What is important in your community or family?
   - Trombone Shorty is now a successful musician. What actions from him, and the people around him, lead to his success?

3. Draw or Write:
   - Play some of Trombone Shorty’s music. You can find samples to listen to at tromboneshorty.com.
   - While listening to the music, draw how the music makes you feel and write a sentence to describe what you drew.

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