



Name _____

Listen.

1.



2.

to hear Jazzy better

to listen to music

to hold her glasses

3.

play fetch together

give gifts to each other

help each other

Speak.

1. Talk about a time when you met someone new. What happened?

2. What do you think Wolf really wanted? Why? Can you find examples in the story that support your reasons?

Read.

Reread *Little Red Jazzyhood*.

1. Where did Wolf push Granny?



2. Why did Wolf want to steal the bone?

She thought nobody would share it.

She likes being mean.

She wanted to make soup for Granny.

3. How does Jazzy help Wolf?

Jazzy makes her soup.

Jazzy shows her how to make a happy face.

Jazzy barks at her.

Write.

1. Compare and contrast Little Red Jazzyhood to another version of the fairy tale, Little Red Riding Hood. In what ways are they similar? How are they different?



Name _____

Listen.

1. What does Jazzy bring Granny?

a ball

a bone

a basket

2. What did Wolf say her big ears are for?

to hear Jazzy better

to listen to music

to hold her glasses

3. What does Granny say friends do?

play fetch together

give gifts to each other

help each other

Speak.

1. Talk about a time when you met someone new. What happened?

2. What do you think Wolf really wanted? Why? Can you find examples in the story that support your reasons?

Read.

Reread *Little Red Jazzyhood*.

1. Where did Wolf push Granny?

outside

In the bathroom

In the closet

2. Why did Wolf want to steal the bone?

She thought nobody would share it.

She likes being mean.

She wanted to make soup for Granny.

3. How does Jazzy help Wolf?

Jazzy makes her soup.

Jazzy shows her how to make a happy face.

Jazzy barks at her.

Write.

1. Compare and contrast Little Red Jazzyhood to another version of the fairy tale, Little Red Riding Hood. In what ways are they similar? How are they different?

HOW TO USE THIS RESOURCE:

Target Audience	K – 2 nd Grade		
Book	Little Red Jazzyhood by Sonja McGiboney		
Suggested Vocabulary	<ul style="list-style-type: none"> • cape • bully 	<ul style="list-style-type: none"> • short cut • growl 	<ul style="list-style-type: none"> • relax
Start	<ul style="list-style-type: none"> • Before reading, lead students through a picture walk. Encourage them to look at the illustrations to gain context for the story. • Read book out loud to students. • If you have enough copies for each student, allow them to read along or reread independently. • Make reading interactive with the reindeer cards. Print, cut and move into groups as you read. 		
Listen <i>Assesses listening comprehension</i>	<ul style="list-style-type: none"> • Read the prompts and answer choices on the Answer Key out loud. • Repeat as needed. <p>Note: The students do not have the questions written on their sheet.</p>		
Speak <i>Elicits speaking practice & assessment</i>	<ul style="list-style-type: none"> • Prompts can be used for whole or small group discussion. Allow students time to think and use the book if needed. • Encourage speaking in complete sentences. • Sentence stems are great scaffolds. Example: <i>I met someone new when...I think Wolf really wanted...because...</i> 		
Read <i>Assesses reading comprehension</i>	<ul style="list-style-type: none"> • Students read and answer questions independently. • Allow and encourage students to reference the book as needed. 		
Write <i>Elicits writing practice & assessment</i>	<ul style="list-style-type: none"> • Use the prompt as you see fit. I suggest reading another version of the story out loud. Or several versions and modeling a compare/contrast before students try it independently. • To scaffold writing for students with different levels of English proficiency, break down writing prompt into smaller tasks. 		
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Special Thanks to:

