



### STORY SUMMARY

Big parties make Timo's fur stand on end. But hosting one might be the key to helping his friend Hedgewick's culinary dreams come true; a famous food critic is coming to town, and an apple festival in Timo's orchard would be just the thing to showcase Hedge-

wick's cooking. So the introverted rabbit begins to prepare the party, one invitation, decoration and arrangement at a time. But when the big day arrives, will the support from his friends and his belief in Hedgewick's cooking be enough to impress Madame LaPointe?

**VICTORIA ALLENBY** has been writing poetry and stories for as long as she can remember. Her debut picture book, *Nat the Cat Can Sleep Like That*, won the 2014 Preschool Reads Award and was nominated for the 2015 SYRCA Shining Willow Award. She has followed up the success of this debut with the critically acclaimed early readers *Timo's Garden* and *Timo's Party*, as well as the picture books *Rhino Rumpus* and *Good Morning, Grumple*. Victoria lives in Toronto, Ontario.

**DEAN GRIFFITHS** is a popular picture book artist with more than 25 titles to his name. His many awards include the Christie Harris Illustrated Children's Book Prize for *Maggie Can't Wait*, the Chocolate Lily Award for *Ballerinas Don't Wear Glasses*, and the Rainforest of Reading Award for *Bad Pirate*. Dean's most recent books include *Timo's Party* and *Best Pirate*. Dean lives in Duncan, British Columbia, with his daughter.

### ADDITIONAL RESOURCES

Pair this book with:

*Timo's Garden* and *Timo Goes Camping*

by Victoria Allenby, illustrated by Dean Griffiths

Early Chapter Book Ages 5–8 | ISBN: 978-1-77278-008-6 | Pages: 48

### THEMES

Seasons (fall), friendship, social skills

### BISAC CODES

JUV002210 JUVENILE FICTION / Animals / Rabbits  
JUV017080 JUVENILE FICTION / Holidays & Celebrations / Non-Religious  
JUV024000 JUVENILE FICTION / Lifestyles / Country Life  
JUV044000 JUVENILE FICTION / Readers / Intermediate  
JUV039060 JUVENILE FICTION / Social Themes / Friendship

### Fountas & Pinnell

Guided Reading Level: M | Grade Level Equivalent: 2 | Interest Level by Grade: 1–3

### Lexile Measure

580L



### CURRICULUM CONNECTIONS

This guide contains a read-aloud guide and four robust follow-up activities.

ACTIVITY	MAIN SUBJECT AREA	SPECIFIC SKILLS AND TOPICS
Read-Aloud	Oral Comprehension	Activate prior knowledge Infer, visualize, predict, make connections
Guided Reading	Reading Comprehension	Activate prior knowledge Infer, visualize, predict, make connections
Literary Devices	Reading	Rhyme, repetition, alliteration, similes, opposites
Text Forms	Reading, Writing	Chapter book, poem, list, invitation, letter, news article
Fall / Apple Festival	Science, Math, Writing	Daily / seasonal changes, cooking measurements, text forms

### DIVERSITY NOTE FOR TEACHERS

Although diversity is not an explicit theme in this book, the author has intentionally given the characters multicultural names: Timo Vega—Spanish (Vega means “meadow”), Hedgewick Stump—English, Padma—Indian, Lin Song—Chinese, Ratna—Sanskrit or Hindu, Madame LaPointe—French, Suki—Japanese, and Rae—Hebrew (derived from Rachel). It is important for classrooms to include books in which all students can “see” themselves, even if the characters are animals. The author also implicitly promotes acceptance of different personalities, spelling out the challenges of an introvert like Timo, while more subtly presenting the negativity of Bogs (much like A.A. Milne’s Eeyore), whose friends accept him anyway. They both contrast with the more outgoing personalities in the group, Suki and Rae. Teachers who would like to further pursue this theme are encouraged to look at *Timo Goes Camping*, in which Timo’s and Suki’s personalities clash and they both learn from the experience.



### READ-ALoud

Like the other Timo books, *Timo’s Party* makes a great read-aloud for students in grades K–3, and contains abundant opportunity to practice specific comprehension strategies. Two chapters per sitting is a good amount to read. Alternately, depending upon the reading level of your students, it can be presented as guided or independent reading.

### Learning expectations:

Students will:

- use stated and implied information and ideas in oral texts to make reasonable inferences and predictions
- use comprehension strategies, including activating prior knowledge, making connections, and making visual and other sensory images
- recognize a variety of text forms including chapter books, newspaper articles, lists, and invitations or letters
- identify some simple elements of style, including word choice (alliteration, repetition, rhyme, simile)

### You Will Need:

- *Timo’s Party*
- chart paper and markers

### How to Proceed:

#### Before Reading

Show and read the cover. Invite students to predict what season it is and what kind of party the title might refer to. Together with your students, make a list of things needed to have a party. Food and decorations are hinted at on the cover.

Other things on the list could include friends, invitations, games, presents, etc. It need not be an exhaustive list.

### *During Reading*

Teachers can choose from this list the prompts they deem helpful for their students.

**Page 5:** Invite students to close their eyes so they can mentally use their senses to feel what Timo felt.

**Page 6:** Read with plenty of expression to allow students to continue using their sensory imagery. Use your voice to emphasize the rhyme pattern: *beamed–rustled–gleamed–bustled*.

**Page 7:** Point to the illustration. “What’s this? Yes, it’s a newspaper article.” Read the page. Discuss the humor in Allenby’s choice of names. (Hedgewick is a hedgehog. The inn owners’ names, said last-name-first, are “Woodchip” and “Woodchuck.” The Burrow Inn sounds like “burrow in,” something a woodchuck might do.) What species of animals might the inn owners be? What types of animals might have a last name like “LaPointe” or “Song”?

**Page 8:** After reading, have students confirm or revise their prediction about Madame LaPointe.

**Pages 10–11:** After reading, ask, “What just happened? Did Timo intend to volunteer to throw a party?” Discuss the body language illustrator Dean Griffiths has given Timo to indicate regret (e.g. hand on forehead, ears down, eyes closed, leaning back on heels against a door).

**Page 13:** After reading, briefly discuss shyness, individual differences regarding public speaking versus socializing, and stepping out of one’s comfort zone to help a friend.

**Pages 17–21:** How did each character (Hedgewick, Timo, and Suki) behave like a good friend? Invite students to test Suki’s advice. Have them stand tall. Timo made his ears stand up straight. What could they do instead? Does it make them feel more confident? Do they think it makes them look brave? Do they agree with Suki that looking brave is the first step?

**Pages 23–26:** Verbally emphasize the alliterations, near-alliterations, and rhymes so the students really hear them: been in a blizzard, flour floated, coated the counter, settled on the stove; plenty of paint, rolls of ribbons, rows of bows, glitter galore; tags ... flags, pasted ... basted.

**Page 29:** Emphasize the words preceding “up” (pick, rake, gather) so students can hear the repetition. In the next sentence, emphasize the words “up” and “down” to highlight the opposites.

**Pages 25–29:** How did Rae behave like a good friend? Do students think her advice to Timo (ask questions about things that interest them) is good advice? Is practicing a good idea? Choose two students to role-play this idea in front of the class. Look for future opportunities to practice. If you have a “show and tell” or “expert of the day” or a similar time, these might be opportunities for students to practice asking appropriate questions. Model the behavior yourself. As the students enter each morning, look for opportunities to ask them about their families, pets, and hobbies. Watch for students who do the same during free time, lunch break, or self-directed learning times and praise them for it.

**Pages 31–33:** Alliterations: piles of plates, dish dripped, overflowed with oats, full of fruit, stirring something. Rhyme: lots of pots, thick and sticky, hung, strung, ripped, slipped, tipped.

**Pages 34–36:** How did Bogs behave like a good friend? How did he not? What evidence is there on p. 35 that his comments made Timo feel increasingly nervous? For example, he moved a fork a little to the left, re-folded a napkin, and his shoulders sagged. Note that after Timo explained why he was throwing the party, his two other friends told him he was a good friend to do that, but Bogs (not strong on social skills himself) continued to point out Timo’s flaws. Use think-pair-share to have students suggest what Bogs might have said after paragraph 4 on p. 35 that would have been better. Was Bogs’ advice on p. 36 helpful? How about his final comment?

**Page 37:** Contrast: sweet/sour, hot/iced; partial rhyme: plump... dumplings, glazed... pastries, pies ... eye; Repetition and opposites: up the road/ down the road.

**Page 38:** What is the author telling us in the description in paragraph 2?

**Pages 39–40:** Did Suki and Rae’s advice help Timo?

**Page 41:** Invite students to use visual imagery (closing their eyes if they wish) as you read paragraph 2. Invite students to identify the problem.



**Pages 42–44:** How did Timo solve the problem? How did he use his friends' advice?

**Page 45:** Timo identifies two key strategies for a shy person to deal with social situations: say positive things about a friend and have a job to do. Have students consider whether they feel shy in social situations (e.g. activity centers, lunch break, recess, after-school activities, parties). If they do, how could they use Timo's strategies? If they don't, how could they use Timo's strategies to help a shy friend?

**Page 47:** Why did Timo say "Oh no" at the end?

### After Reading

What were some of the reasons that Hedgewick gave about what makes Timo such a good host? Leaf through the book to find these passages: **p. 18** "You are so organized. That is why you will be such a good host for this party." **p. 24** "You are so generous. That is why you will be such a good host for this party." **p. 32** "You are so thoughtful. That is why you will be such a good host tonight."

What were some reasons Timo and his friends gave about why he should not try to host a party (he hates parties, crowds make him nervous, his head would ache, his knees would quake, he could never think of anything to say)? Together with your students, make a "Pros and Cons" list to help Timo decide whether to host a party. Write organized, generous and thoughtful under "Pro," and the negative factors listed above under "Con." What else could we add to either side? (Under "Pros," you could add "important to Hedgewick" and "Timo wanted to help his friend." If the con side is longer, ask students why Timo went ahead and hosted the party anyway. Perhaps wanting to help his friend outweighed the other factors. Perhaps students feel Timo just didn't know how to get out of it. Have students assign a weight to each factor by placing colored stickers beside each (e.g. "could never think of anything to say" and "important to Hedgewick" might get 2 stickers each, "wanted to help his friend" might get 3 stickers, and all the other factors might get one sticker each). Count the stickers on each side. Suggest to students that a pros and cons list can sometimes help them with their own decision-making.

Continue to promote students asking questions about things that are of interest to another person.

### ACTIVITY 1: GUIDED READING

*Timo's Party* is a good guided reading selection for students whose guided reading level is in the M–N range (Fountas and Pinnell levels). Students who read at level O or above can read it independently and complete the worksheets provided. Do one chapter each day. If students are progressing well, have them do some chapters independently or in partners. Teachers can find more discussion ideas in the Read-Aloud section of this guide.

### Learning Expectations

Students will:

- use stated and implied information and ideas in texts to make simple inferences and reasonable predictions
- use comprehension strategies, including activating prior knowledge, making connections, and making visual and other sensory images
- read a variety of text forms including chapter books, newspaper articles, lists, and invitations or letters
- identify some simple elements of style, including word choice (alliteration, repetition, rhyme, simile)

### You Will Need:

- one copy of *Timo's Party* per student.
- blackline masters of "Timo's Party Chapter 1" through "Timo's Party Chapter 7"

### How to Proceed:

#### Chapter 1

1. Gather 3–6 students of similar reading level at a table. Show and read the cover. Invite students to predict what season it is, and what kind of party the title might refer to. Have students suggest things that are needed for a party.
2. Give each student a copy of the book and invite them to turn to page 5 and read it silently or softly, but without turning the page. When all students have finished, check to see if students had difficulty with any words, and then ask, "What did we learn about Timo? He loves fall, he has an apple orchard and he is afraid of heights. Draw attention to the author's use of sensory imagery by asking students to identify what Timo could feel, taste and smell in the fall. Ask

them to identify two other senses (seeing, hearing) and invite them to discover how the author addressed those two senses on p. 6 (seeing: the sun beamed, the apples gleamed; hearing: quiet as a wish, the leaves rustled).

3. On p. 7, point to the illustration. "What's this? Yes, it's a newspaper article." Have students read the page. Discuss the humor in Allenby's choice of names. (Hedgewick is a hedgehog. The inn owners' names, said last-name-first, are "Woodchip" and "Woodchuck." The Burrow Inn sounds like "burrow in," something a woodchuck might do.) What species of animals might the inn owners be? What types of animals might have a last name like "LaPointe" or "Song"?
4. On p. 8, have students read to find out if they were correct about Madame LaPointe, then suggest what kind of animal Bruno Grizzle might be.

Have students read the remainder of Chapter 1 independently and then complete Blackline Master "Timo's Party Chapter 1."

### Chapter 2

1. Talk with students about the fact that people differ in their comfort level in different social situations. Some people are very nervous to stand up and speak in front of a large group but love to talk to many people at parties, after-school clubs, or sports events. Some people are comfortable acting in a play but have trouble at parties or similar groups, while still others prefer to only speak to one friend at a time. It's important that we are sensitive to these traits in others and support them when they are feeling uncomfortable. Invite students to read p. 13 and learn about the social situations that Timo enjoys and the ones that make him nervous. Check for trouble words and understanding (ache is a tricky word to decode, and quake might be new vocabulary).
2. Point to the list on p. 14. Ask, "What does this look like? Yes, Timo thinks a list will make him feel better. Do you think so?" Point to p. 15. Ask, "What does this look like?" (a letter or invitation). Have students read these two pages and then check for any difficulties.
3. Have students read p. 16 independently and then

complete Blackline Master "Timo's Party Chapter 2."

### Chapter 3

1. Ask: "If Hedgewick is going to be cooking, what might he need to read?" (a recipe). "Hedgewick has a whole stack of recipe cards." (This will prime students for the word recipe, which they might otherwise find tricky.) Explain to students that this author sometimes incorporates writing tricks (literary devices) that are often found in poetry. One of these is alliteration, in which two or more words, side-by-side or close together in a phrase, begin with the same letter or sound. Invite them to be on the lookout for 3 alliterations in paragraph 3 as they read. After they have read the page silently or softly, have them share what they found (counter was covered, buried in books, sat on a stack).
2. Explain to students that, unlike most picture books, chapter books often have sentences that begin on one page and continue on the next. This is the case here. Suggest that they read aloud with you the sentence which begins at the bottom of p. 17 and continues at the top of page 18. After reading, comment, "Wow. Timo sure is organized if he made an invitation for everyone in town!" This will help students who may find "organized" a tricky word in the next paragraph. Invite students to watch for who is being a good friend as they read pages 18 and 19.
3. Before students read p. 20, explain that other writing tricks Allenby likes to use are similes and metaphors. Give an example of a simile, such as "as soft as a cloud." Invite them to find a simile when they read p. 20 and share it when they have finished. Explain that "ears tickling the sky" is a metaphor, but leave it at that. For young children, learning about similes is more concrete and easier. If students are beginning to think abstractly, explain the difference between similes and metaphors. Invite them to stand as tall as a pine tree themselves and imagine their rabbit ears tickling the sky. Ask if they feel braver.
4. Have students read p. 21 and then complete the Blackline Master "Timo's Party Chapter 3."



### Chapter 4

1. Follow the same pattern as for chapter 3.

### Chapter 5

1. Follow the same pattern as for chapter 3.
2. There are alliterations on p. 31: piles... plates, dish... dripped, overflowed... oats; p. 32: streamers... strung, stretched... strained, and rhyme on p. 31: *lots, pots, thick, sticky*; p. 32–33: *hung, strung, ripped, slipped, tipped*. At the end of p. 31, comment that Timo is very “thoughtful.”
3. Afterwards, discuss briefly how each character acted like a good friend (and possibly how Bogs is perhaps not a perfect friend, but Timo accepts him anyway).
4. Have students complete Blackline Master “*Timo's Party* Chapter 5.”

### Chapter 6

1. Follow a similar pattern as for chapter 3. Look for opposites on p. 37: sweet/sour, hot/iced, up/down; “almost” rhymes on p. 37: plump/dumplings, glazed/pastries, pies/eye; alliteration on p. 38: blinked/blanked; repetition and similes on p. 41: as black as midnight, as black as ink, as black as a nightmare.
2. Afterwards, discuss how Timo acted on the advice of each of his friends. Do students think Timo was a good host?
3. Have students complete Blackline Master “*Timo's Party* Chapter 6.”

### Chapter 7

1. Follow a similar pattern as for chapter 3. Look for a simile on p. 45: as empty as an echo; and alliteration on p. 46: fresh fall fun, cozy ... comfortable.
2. Afterwards, invite students to comment on the book's final paragraph. What can they infer?
3. Have students complete Blackline Master “*Timo's Party* Chapter 7.”



### ACTIVITY 2: LITERARY DEVICES

*Timo's Party* is rich in literary devices such as repetition, rhyme, alliteration, similes and metaphors.

#### Learning Expectations

Students will:

- identify and use some simple elements of style, including word choice (alliteration, repetition, rhyme, simile)

#### You Will Need:

- *Timo's Party*
- 3 arrows, cut from brightly-colored card stock (about 4"x4"), backed with a loop of masking tape

#### How to Proceed:

1. Post several charts with these titles: alliteration, simile, metaphor, rhyme and repetition.
2. Tell students that you're going to go on a treasure hunt. You are going to read *Timo's Party* and look for literary devices. When you find one, you will add it to the appropriate chart. Before reading each page, place one of the brightly-colored arrows at the top of the chart or charts of the devices that you want the students to look for on that page.
3. Place brightly-colored arrows at the top of the simile chart and the rhyme chart. Remind students what similes and rhymes are. If they're not familiar with similes, they will catch on as you proceed with this activity. You may just have to give them the answers each time. Read pages 5 and 6. Invite students to identify a simile that they have heard or any rhyme that they have noticed.
4. Continue in this way, placing the arrows at the top of the appropriate charts before beginning to read each group of pages. After a few pages, students who are independent readers and writers may continue the treasure hunt on their own. For your reference, here are some devices to look for:
5. P. 7: alliteration (Famous food, Chip Chuck)
6. P. 10: repetition and alliteration (He scrunched his forehead. He scratched his fur.), rhyme: (wrinkled, crinkled), simile: (His smile was as wide as the sky.)
7. P. 11: rhyme (scurried, hurried)
8. P. 13: repetition (he could), rhyme (ache, quake)
9. P. 17: alliteration (counter, covered, buried, books, sat, stack)

10. P. 18: alliteration (slipped, slid)
11. P. 20: simile (as tall as a pine tree), metaphor (ears tickling the sky)
12. P. 23: alliteration (been, blizzard, flour, floated, coated, counter, settled, stove)
13. P. 24: metaphor (Hedgewick beamed), alliteration (plenty of paint, rolls of ribbons, glitter galore), rhyme (rows, bows)
14. P. 26: rhyme (tags, flags, pasted, basted)
15. P. 29 repetition (pick up, rake up, gather up, rolled up)
16. P. 31 alliteration (piles of plates, dish dripped, overflowed with oats, full of fruit, stirring something), rhyme (lots, pots, thick, sticky)
17. P. 32, 33: rhyme (hung, strung, ripped, slipped, tipped), alliteration (stretched, strained)
18. P. 37: repetition with contrast (sweet apple, sour apple, hot apple, apple iced, he looked up the road, he looked down the road), partial rhyme (plump, dumplings, glazed, pastries, pies, eye)
19. P. 38: repetition with contrast (walked into the orchard, walked out of the orchard), simile (as tall as a pine tree), metaphor (he stretched his ears until they tickled the sky), alliteration (blinked, blanked)
20. P. 41: repetition and simile (as black as midnight, as black as ink, as black as a nightmare)
21. P. 44: alliteration (sipping, cider, big, blue bowl)
22. P. 45: alliterative simile (as empty as an echo), repetition (no apples, no decorations, no party guests)
23. P. 46: alliteration (fresh fall fun, cozy, comfortable, party, planner)
24. Compare this story structure to folktales. For example, chapters 2, 3 and 4 all end with Timo doing a job “until the sun went down.” Also, on page 35, the conversation repeats a structure in which Timo agrees with his friend and then offers a rebuttal. For example, “I do... but...”, “they do, ... but...”, “I am, ... but...”
25. At another time, invite students to make up their own similes. Begin with the same stem as is used in *Timo's Party*. Write down “as quiet as” and invite students to think of other things that are quiet to finish the simile. Then begin with “as black as” and have them think of other things that are black.
26. In the future, when doing modelled or shared writing, be sure to include some similes, alliteration, repetition and rhyme in your own writing and encourage students to do the same in theirs. If you see students using these devices in their writing, have them read them to the class as encouragement for others to do the same.



### ACTIVITY 3: TEXT FORMS

*Timo's Party* provides a good jumping-off point to study a few of the different text forms. Early primary students could learn to write a list, older primary students could write a friendly letter, and junior students could learn to write a news article.

### Learning Expectations

Students will:

- identify and describe the characteristics of a few simple text forms
- recognize simple organizational patterns in texts of different types
- identify some text features and explain how they help readers understand texts

### You Will Need:

- *Timo's Party*
- other examples of the text form you have chosen
- writing materials

### How to Proceed:

1. Ask students what kind of book *Timo's Party* is (chapter book or story). Tell students that the author has cleverly embedded some other text forms into the story. Turn to page 7. Ask students to identify the text form seen there. It's a news article. Turn to page 14. Ask students to identify the text form seen there. They should recognize that it's a list. On page 15 is an example of a friendly letter. You could also view page 15 as an invitation. Focus on the text form most appropriate for the age and grade of your students. Use a gradual release of responsibility model in teaching the text form and alternate between reading and writing activities.
2. Copy Timo's list (or letter or news article) onto chart paper and read it with your students. Together with your students, identify the elements of this text form. For a list, it would be title, bullets, and listed items. Write these things onto brightly-colored card stock cut into the shape of arrows. Use tape loops to point the arrows to the part of the chart they apply to. This will become your anchor chart. Tell your students that when they make a list (or letter or news article), they should try to include these items.
3. Identify a school event in the near future (or recent

past for news article) that could require the making of a list (or letter or news article). Together with your students, write this list (or letter or news article), checking to make sure that you have included everything on the anchor chart.

4. Collect guided reading books that contain lists or letters or news articles, as the case may be, and provide these for your students at guided reading time. Alternately, write materials yourself. For example, provide your students with a list of items they should keep in their desk or a list of materials they should perhaps have at home to facilitate doing homework.
5. Provide guided writing opportunities for students to write a list (or letter or a news article).
6. Provide or create independent reading materials that contain the text form that you are working on. Encourage students to read these at independent reading time.
7. Have students complete a final assignment in which they will independently write the text form that you have been working on. There will be ample opportunities in the life of your classroom and school to have real life applications of these text forms.





### ACTIVITY 4: FALL/APPLE FESTIVAL

As a culminating activity, host your own fall festival or apple festival at school.

#### Learning Expectations

Students will:

- write short texts using several simple forms
- describe how humans prepare for and/or respond to daily and seasonal changes
- develop an understanding of capacity through measuring for recipes

#### You Will Need:

- *Timo's Party*
- chart paper and markers
- writing materials
- cooking ingredients
- craft materials for making decorations

#### How to Proceed:

1. Ask students what season it is. Cooperatively with students, make a list of things that happen in the fall or autumn that tell us what season it is. Look at pages 5 and 29 of *Timo's Party* for ideas. Ask students to think of other ways that we know it's fall. Prompt them to add shorter days, longer shadows, and cooler temperatures.
2. Ask students if they would like to hold their own Apple Festival. Make a list of things they could include in such a festival, getting ideas and inspiration from the book. Next, make a list of things they would need to collect and do in preparation for the party. In addition to the features of lists already discussed, experiment with interestingly shaped bullets. For example, bullets could be shaped like apples.
3. Decide on a date and time for your Apple Festival. Have students write letters or invitations to the various people who will be invited. For example, the other classes in the school can be invited, as well as other staff, parents, the media, and other community members.
4. Plan a menu for your Apple Festival. There are several ideas in *Timo's Party*, including the recipe on the last page, and the list of food that Hedgewick prepared on page 37. Look online to find a recipe for apple nut-stuffed squash, or do as Hedgewick did and serve an apple nut spinach salad. Since most schools are nut-free, seeds or croutons can be substituted for the nuts.
5. Together with your students, prepare a cookbook filled with the recipes that will be served at the Apple Festival. This can be given away as a party favor on the special day. Prepare at least one of the dishes with your students, using it as a math activity that focuses on measurement. Ask for volunteers to make some of the other food at home.
6. Invite your students and party guests to dress like one of the characters in the book, for example Timo in his plaid shirt, denim overalls and bandana or Hedgewick in his chef's hat and apron.
7. Have your students make decorations for the party.
8. After the party, have your students write news articles describing the event. If your students are very young, suggest that an older class write the news articles.

#### BIBLIOGRAPHY

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

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# Timo's Party Chapter 1

Name: \_\_\_\_\_

1. Victoria Allenby wants us to imagine using our 5 senses to feel what Timo felt. On pages 5 and 6, find something that Timo experienced with each of his 5 senses.

Sense	What Timo Experienced
touch	
taste	
smell	
hearing	
sight	

2. The author uses puns (a play on words) in many of her characters' names. Explain how each of these names is a pun.

Name	How it's a pun
Hedgewick	
Chip Wood	
Chuck Wood	
Madame Lapointe	

3. Now that you know the author uses puns, what kind of animal do you think these characters might be?

Character	Type of Animal
Padma Lili (news reporter)	
Lin Song	
Bruno Grizzle	
Ratna Chitter	

4. Did Timo intend offer to host an apple festival? \_\_\_\_\_
5. Why did he agree to do it? \_\_\_\_\_

## Timo's Party Chapter 2

Name: \_\_\_\_\_

1. Draw emojis (for example, a happy face) to show how Timo felt in each of these situations. Then draw emojis to show your own feelings about each situation. Ask a friend how they feel and draw emojis to show what your friend feels.

Situation	Timo	Me	Friend
giving a speech on stage			
shaking the hand of someone new			
making friends laugh			
big parties			
being in a crowd			
helping a friend			

2. There is a list on page 14. Tell three ways you know it's a list.

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3. There is a letter on page 14. Tell three ways you know it's a letter.

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## Timo's Party Chapter 3

Name: \_\_\_\_\_

1. On page 17, find 3 alliterations.

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2. What did Suki offer to do for Timo that shows she is a good friend?

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3. What advice did Suki give Timo on being a good host?

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4. Do you think it is good advice? Explain.

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## Timo's Party Chapter 4

Name: \_\_\_\_\_

1. On page 23, find 3 alliterations.

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2. What did Rae offer to do for Timo that shows she is a good friend?

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3. What advice did Rae give Timo on being a good host?

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4. Do you think it is good advice? Explain.

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## Timo's Party Chapter 5

Name: \_\_\_\_\_

1. On page 31, find 3 alliterations.

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2. What did Bogs agree to do for Timo that shows he is a good friend?

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3. What advice did Bogs give Timo on being a good host?

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4. Do you think it is good advice? Explain.

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## Timo's Party Chapter 6

Name: \_\_\_\_\_

1. On pages 37 and 38, what did Timo do that shows he is anxious about the party?

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2. How did Timo follow Suki's advice?

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3. How did Timo follow Rae's advice?

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4. How did Timo follow Bogs' advice?

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## Timo's Party Chapter 7

Name: \_\_\_\_\_

1. On page 45, find a simile.

\_as\_\_\_\_\_as\_\_\_\_\_

2. Write your own simile.

\_\_\_\_\_

3. What two things did Timo say made hosting easy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Now that he has hosted a good party, will Timo want to do it again?

\_\_\_\_\_

5. How do you know?

\_\_\_\_\_

\_\_\_\_\_