

## I Spy

by Janine Scott

**Summary**

Aunt Serena asks Kim to look after her plants while she's away. When the seeds of a rare plant start disappearing, Kim thinks of an innovative way to solve the mystery.

**Features of the Text**

- Mystery genre
- First-person narrative
- Similes
- Procedural text within a narrative

**Purpose**

*I Spy* can be used for the following purposes:

- introducing the ideas and vocabulary in the associated nonfiction title;
- identifying a problem and its resolution;
- exploring figurative language.

**Guided Reading Summary****Introducing the text**

Look at the cover of the book and read the title together.

- *Why might this book be called I Spy?*

**Reading and discussing the text**

Ask the students to read to the end of page 4.

- *What is Kim's problem?*
- *How does she try to solve it?*

Ask the students to read to the end of page 11. Encourage them to think about the text by asking the following questions:

- *Will Kim's camera idea work? Why?*
- *What could go wrong?*
- *How could her idea be improved?*

The students can now read the rest of the story.

- *How did Kim's mom modify and improve the experiment?*
- *Can you think of another way that they could have solved the mystery?*

Together, skim-read the book to find examples of similes (comparisons using "like" or "as"). Discuss how these make the story more interesting and help readers to form images in their minds.

**Following Up**

The students can:

- use the blackline master on page 31 to write similes
- write instructions with diagrams for Kim's camera idea
- discuss how the story might have turned out if Kim had been honest with her aunt on the phone
- write a postcard from Aunt Serena to Kim about her cactus-finding adventure.