

# Go, Buggy!

by Janice Marriott

## Summary

Three friends decide to enter the local buggy race. They don't have any tools or mechanical knowledge, but they are able to use problem-solving skills and teamwork to create something original.

## Features of the Text

- Narrative text with action and dialogue
- Labeled diagram
- Specialized vocabulary – *axle, terrain, chassis, mag wheels, hacksaw, bull bar, throttle*
- Narrative procedure
- Simile and metaphor
- Problem-solving focus

## Purpose

*Go, Buggy!* can be used for the following purposes:

- introducing the ideas and vocabulary in the associated nonfiction title;
- comparing and contrasting the actions and motives of characters;
- revising predictions based on evidence in the text;
- analyzing word meanings.

## Following Up

The students can:

- use the blackline master on page 43 to write synonyms and antonyms for words from the story
- create a comic strip of the race using thought bubbles to show Brad's thoughts
- design, illustrate, label, and name their own buggy
- rewrite the story as a play to perform to the class.

## Guided Reading Summary

### Introducing the text

Discuss the students' experiences of buggies.

- *What specialized words might we find in this book?*
- *What equipment would you need to build a buggy?*

### Reading and discussing the text

Ask the students to read page 2.

- *What are Brad's motives? What is he hoping to achieve?*
- *What is the girls' motivation?*
- *What do you predict will happen? How will they build a buggy without any tools, materials, or experience?*

The students can now read to the end of page 6. Remind them to use the context and illustrations to help them make sense of the specialized vocabulary

- *How can the girls win the race if they don't have an engine?*
- *What does Jin mean when she says "pull bar"? How is this a pun?*
- *Why do you think the narrator wants to keep it a secret?*
- *Do you need to revise your earlier predictions about the girls' buggy? How?*

Ask the students to read the rest of the story. Discuss the girls' motives and actions and Brad's reaction.

- *Why do you think they decided to help Brad?*
- *How has their attitude changed?*
- *What might be the reason for this change?*