

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
- of the race using thought bubbles to show Brad's thoughts
- rewrite the story as a play to perform to the class.
- create a comic strip
- design, illustrate, label, and name their own buggy

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?