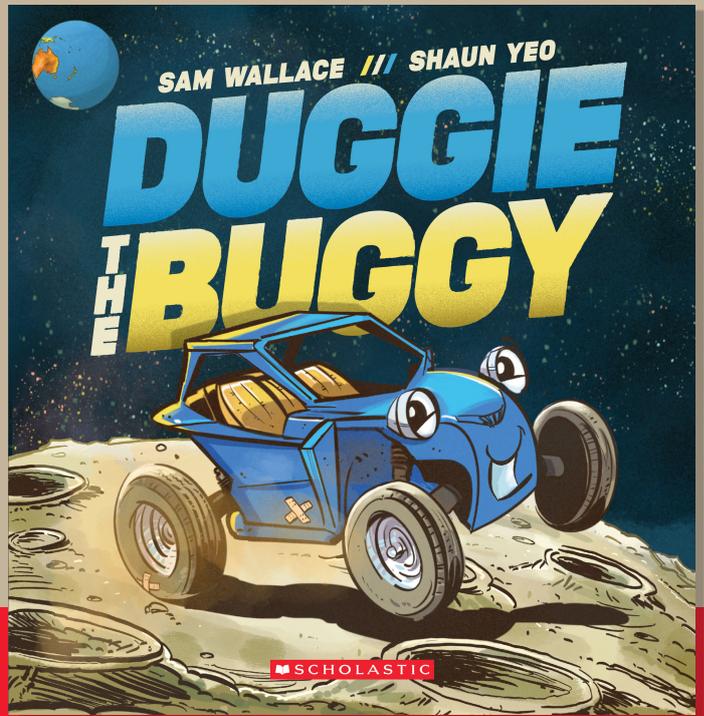


# Duggie the Buggy

By Sam Wallace  
Illustrated by Shaun Yeo

• Reading • Writing • Art • Thinking Skills •



## Synopsis

Duggie the Buggy's dune racing days are over. He's been left outside to rust. He wishes he could be spruced up and still be racing with the other cars. But the new cars have new technology installed and have left him behind. Then one day he sees an old friend, Ronnie the bottle rocket. Ronnie helps modernise him but with a special addition - Ronnie's rocket power. Their goal is to race to the moon! They speed off a slide and fly into space to their destination, then enjoy life driving across the moon's craters.

## About the Author

**Sam Wallace** is a popular TV and radio personality, best-known as the weatherman for TVNZ. He has also appeared on Sticky TV and Celebrity Treasure Island. Currently he co-hosts the breakfast radio show on Coast FM. Sam lives in Auckland with his wife and young family. This is his debut book.

## About the Illustrator

**Shaun Yeo** is a born and bred Southlander. After working for a while at the Southland Times, in advertising and marketing, he became the Editorial Artist. Yeo then joined Fairfax Editorial Services as an illustrator and was appointed political cartoonist for the Sunday News. He was a finalist at the 2009 Qantas Media Awards in the Best Art category and in 2017 was named a finalist in the Cartoonist of the Year category at the Canon Media Awards. In 2018 he was named a finalist in in the Best Artwork/ Graphics and Cartoonist of the Year categories at the Voyager Media Awards. His first book with Scholastic, *Moa's Ark*, written by Peter Millett, was published in 2020.

## Writing Style

*Duggie the Buggy* is a personality-packed picture book with vibrant illustrations. The main character is a forlorn racing car that has been left to rust. His sidekick - Ronnie the Rocket - helps him aim for a bigger dream - to race in space! The story is a metaphor for young readers about aiming high for your dreams. The setting is at a beach where cars race in the dunes. The author has written the story from third person point of view, past tense.

The text rhyme is a-a-b-b with four lines of stanza on each page or double page spread, except for the last five pages, where the author/designer has teased the last stanza over five pages. It starts with a countdown, an ellipsis, and a sentence ending with an exclamation mark on one double-page spread. The final sentence speaks directly to the reader.

# Illustration and Design Style

The illustrator has drawn the pictures in Procreate and used black ink to emphasise outlines. He has used muted colours with a limited palette: mostly yellow, blue, orange, and brown. The pictures are cartoon style, anthropomorphising cars and a drink bottle. Most of the illustrations are full-page spread with text overlaid on background or white space. The designer has sometimes increased the size and boldness of some words to draw attention to them.

## Shared Learning and Discussion Points

During the shared sessions encourage students to ask questions to clarify their understanding of characters and events. Have them make inferences and predictions, relating to their own experiences. Read the passages aloud and have students read alongside or by themselves.

### ASK YOUR STUDENTS:

Look at the cover and read the blurb.

- Who is the main character in the story?
- What do you think this story is about? Why do you think that?
- What do you already know about car racing?

### Comprehension questions

- What type of car is Duggie?
- How have the writer and illustrator shown that Duggie is dilapidated and neglected?
- What could help fix Duggie up?
- What does 'flattery' mean in this context?
- What do you think a dual core battery is just by looking at its name? [A battery with two cores/cells]
- What does the author mean by 'She was Duggie the Buggy's biggest foil'?
- Why does Tessa tease Duggie for running on petrol and oil? What does that imply that she uses?
- Why has Duggie been left outside to rust?
- Who is the long-ago friend?
- When you look at what is on the shelf on page 14, what does it tell you about Ronnie's personality and what he values?
- Why do you think Ronnie thinks racing on the moon would be more fun?
- When Ronnie says, 'Work with what you've got', what does he mean? What will Ronnie use?
- What will power the vehicle to the moon?
- How will the slide help them?
- Do you think they'll make it to the moon?
- What does the author mean by, 'shoot for the stars ... you may land on the moony'? Why has he used the word 'moony' instead of 'moon'?
- What message is the book giving readers?



# Activities

## ACTIVITY 1: SUPERCHARGE IT!

What else could Duggie and Ronnie have used to get them to the moon? Draw plans/picture of the two of them using a different source of power. Label your picture, showing what you have used.

## ACTIVITY 2: PLAYING WITH WORDS

Tell the students that they are going to have a play with the way different words can alter meanings.

Write the word 'moon' in the middle of a large piece of paper or on a whiteboard. What words rhyme with moon? Have students brainstorm words and share them with the teacher. For example: spoon, dune, soon, noon, tune, swoon, prune.

Draw attention to the different spelling patterns for these rhyming words and sort them. Discuss with the class how each word would change what happened on the moon.

## ACTIVITY 3: ROLE ON THE WALL

Draw an enlarged outline of the buggy on a large piece of paper or a whiteboard.

Ask the students to give you descriptions of the buggy's appearance and write them around the outline. Then ask the students where they got their information from – in the text and illustrations.

Next, they're going to infer what the buggy's thoughts and feelings are from the text and illustrations. After they've shared their thoughts about Duggie's thoughts and feelings (now written inside the buggy outline), ask them what information they used to make their inferences.

Ask the students to reflect on whether they agree about the buggy's thoughts and feelings, or did they have different interpretations. Why might this be?

## ACTIVITY 4: WHAT IF ... ?

Ask the students how the story could have ended differently. Look at the pages where Duggie and Ronnie fly to the moon. Ask the students what might have happened if they had stayed on Earth? Where else could they have gone? Can they think of any good things that could have happened if they stayed on Earth and perhaps raced in the dune races again?

What about bad things? What if they had gone to the moon but were lonely up there with no one else to race?

Suggest to the students they write another ending and illustrate their own double-page spread.

Written by Maria Gill