My Papi has a Motorcycle

After reading *My Papi has a Motorcycle* by Isabel Quintero, students will build motorcycles and then roll around a map of their “hometown”.

**Age:** 5-9  
**Duration:** 30-45 minutes

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**Materials:**

**Included in Kit**  
Motorcycle template printed on cardstock

**Gather:**  
Scissors  
Markers  
Pencil  
Chenille stems  
Cardboard  
Bulletin board paper or poster board  
(collaborative project)

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Watch the video Here: [https://vimeo.com/513988463](https://vimeo.com/513988463)
Daisy loves riding on the back of Papi’s motorcycle and seeing her favorite places in her hometown. Students will be making their own motorcycles and then collaborate as a class to create a large map of their favorite places around town. Then students can push their motorcycles to their favorite places.

**Individual Motorcycle Project**
Write the words “wheel and axle” on the board. Explain to the students that they will be decorating their own motorcycles and adding a wheel and axle to them. Explain to them that a wheel and axle is a simple machine is formed by two disks, or cylinders, of different diameters mounted so they rotate together. The directions for creating the wheels and axle are detailed in the steps below. The template for the motorcycle is attached.

Explain to students that they will be “engineers” in making their motorcycles. Write the word “engineer” on the board and explain that engineers are people that solve problems.

**Collaborative Map Project**
In the book Daisy and her father visit some of her most beloved places in the community. They drive by the church, the shaved ice place, her father’s work site, her grandparents’ house, and more. Explain to students that they will be working together to design a map of their favorite places in their own community. This can be done as a class or in small groups.
Write “community” on the board. Then explain what a community is: a group of people living in the same place or people having particular characteristics in common (like a church). Write “places in our community” on the board. Then have students brainstorm some of their favorite places around town and list them on the board. They can name grocery stores, restaurants, parks, and more. Next, take out a roll of bulletin board paper or poster board and have the students draw the streets and illustrate their favorite places on the map. Students can then “drive” their motorcycles through the streets they've drawn.

This also makes for a great bulletin board display!

### Learning Opportunities

| -sense of value in a community |  |
| -making and art |  |
| -problem solving |  |
| -simple machines – wheel and axle |  |
**Instructions**

1. Cut the motorcycle template where it reads “cut” and fold the paper where it reads “fold”. There should be two motorcycles per template.

2. Have the students draw themselves on the motorcycle. Then can also decorate the motorcycle.

3. Cut out cardboard wheels with a diameter of two inches. Each student will need two. Then cut the chenille stems into thirds. Each student will also need two of these.

4. Make a small hole at the center of each wheel.

5. With the cardstock folded, make a small hole on each “x” on the motorcycle template all the way through to the back side.

6. Put the wheels inside the motorcycle template and line them up with each hole on the “x”. Then thread the chenille stem all the way through.

7. Fold the chenille stem back and forth and then press down. Leave a bit of space between the motorcycle and the wheel. Do this for both wheels.

8. Have students test it to make sure the wheels turn. If they don’t turn encourage students to be an “engineer” and go back and try a different way to solve the problem.

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**How Was It?**

Thank you for taking part in this activity! We would love to hear about your experience. Take our feedback survey here: [http://bit.ly/3alQBOW](http://bit.ly/3alQBOW)