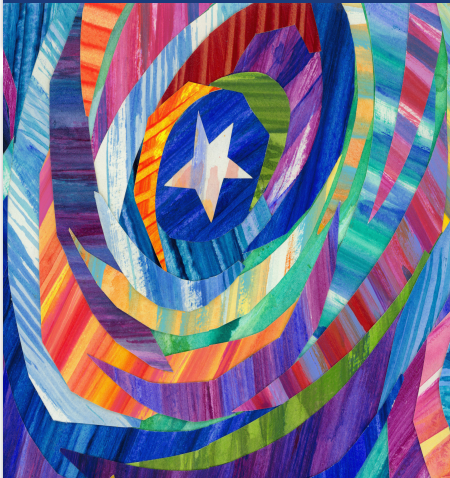


# The Early Years Count **Literacy** Connection



## **My Papi Has A Motorcycle**

Written by Isabel Quintero  
Illustrated by Zeke Pena

*Preschool edition*

### **Overview of Book**

A girl and her father have a special daily routine—they share a magical motorcycle ride through their town every evening after Papi gets home from work. They cruise past all kinds of shops and stores that contribute to the character of their city. Their community changes but their love for it and each other never will.

Genre: Picture book/Realistic Fiction

### **Vocabulary**

Books are a rich source of words new to children. Here are some from *My Papi has A Motorcycle* to introduce in your classroom:

rumbles	accelerator
zigzags	immigrants
comet	mural

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### **Connecting with the HighScope Curriculum**

*COR Advantage 1.5*

Approaches To Learning  
Item C (*Reflection*)

Social And Emotional  
Development  
Item D (*Emotions*)  
Item G (*Community*)

Creative Arts  
Item AA (*Pretend play*)

Science And Technology  
Item EE (*Tools and  
technology*)

Social Studies  
Item GG (*Geography*)

### **Reading Tips**

There is a lot going on in this exciting story. First, take a "book walk" as you introduce the children to the characters and setting. Show the graphic elements used around how the sound effects are illustrated. Take time for the children to explore the rich details of the illustrations on each page. When reading, ask questions like, "How is Papi feeling? Why do you think that?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

At the end of each reading, display the book in the book area so children can read it on their own.

### **Throughout the Routine**

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Vroom on pretend motorcycles for **Transitions**.

Do group murals at **Small Group Time**. Ask the children to paint what is important to them, like the mural in the story. Take dictation as children share and add the notes to the mural.

Make "raspados" with shaved or crushed ice and fresh fruit juice choices for **Snack Time**.

### **Around the Room**

Highlight the book's content and build on the children's excitement in a variety of locations.

Tape pictures of familiar neighborhood landmarks onto blocks and add play motorcycles in the **Block Area**.

Add real tools, things to take apart and Popular Mechanics magazines in the **Toy Area** or **Woodworking Area**.

Put local street maps in the **House Area**. Look for streets, train tracks and children's neighborhoods.

Update or create a family photo wall.

### **Open-ended Questions**

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *My Papi Has A Motorcycle*:

Where would you ride to on your motorcycle?

Is there a special something that you and your father, or you and your mother do together?

Where is your favorite place to go? Why?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

Facebook—  
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—  
574-237-9740

### **@ Home**

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *My Papi Has A Motorcycle* with their child. Here's a sample message you can send:

The children have been interested in the daily motorcycle ride that Daisy and her Papi share. While reading this book with your child, notice together the scenes and people that are part of the fabric that makes up their town. Talk about stores, shops, friends and neighbors you and your child see every day. On walks or in the car, notice for what makes your neighborhood special. You might point out, "Look, there is 'our' McDonalds!" and, "I see 'our' Krogers!" or ask your child, "What do you like best about going to 'our' library?" Talk about places that used to be or changes that you see. "We had the best lunches there, but it's gone now. I'm glad we have 'our' Culvers to share!"