



**TOPIC:** Bike Safety

**GRADES:** 5 & 6

**STANDARD(S):** Health Education & Language Arts

## OBJECTIVES FOR HEALTH EDUCATION

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- Understand the importance of bike helmets in preventing injury

## OBJECTIVES FOR LANGUAGE ARTS EDUCATION

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- Determine the theme of the story, including how characters respond to challenges
- Analyze in detail how a character is introduced and illustrated in the text
- Compare and contrast two or more characters, settings, or events in a story
- Determine central ideas and analyze the development
- Summarize key supporting details and ideas in the text
- Analyze multiple accounts of the same event, noting differences in points of view
- Produce opinion writing to support a point of view with reasons and information
- Recall relevant information from experiences and express in writing
- Acquire and use vocabulary and determine the meaning of words and phrases
- Gather information from digital resources to summarize in writing
- Presentation of knowledge and ideas on how bike helmets reduce injury
- Use technology to produce and publish writing and visual arts, as well as to interact with classmates and instructor

## PROCEDURE

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- Assign the e-book ***Mick Hart Was Here*** by **Barbara Park**. Provide two days for students/parents to access and download the book and the language arts packet.
- Assign reading in chapters determining whether you would like the lesson to span 4, 6 or 8 weeks.
- Once students confirm that they have received the book, but prior to starting their reading assignment, assign the top of page 2 in the accompanying language arts packet. In the event that some students cannot access the book, consider an audio or video classroom conference for group reading where students who have the book can read aloud to the group and lead discussions.
- After students complete reading CHAPTER 1, assign PAGES 2-4 in packet.
- After students complete reading CHAPTER 2, assign PAGES 5-7 in packet
- After students complete reading CHAPTER 3, assign PAGES 8-9 in packet.
- Assign students to view the following video: <https://www.youtube.com/watch?v=u2WuVKyX8do>
- Assign the Bike Helmet Safety Worksheet
- After students complete reading CHAPTER 4, assign PAGE 10 in packet.

- After students complete reading CHAPTER 5, assign PAGES 11-12 in packet.
- After students complete reading CHAPTER 6, assign PAGE 13 in packet.
- After students complete reading CHAPTER 7, assign PAGES 14-15 in packet.
- After students complete reading CHAPTER 8, assign PAGES 16-17 in packet.
- After students complete reading CHAPTER 9, assign PAGES 18-19 in packet.
- Have students research state laws regarding bike helmets at <https://www.ghsa.org/state-laws/issues/bicyclists%20and%20pedestrians>.
- Ask students to verbally share a persuasive speech of 2 minutes or less for wearing their bike helmets via video or an accepted social platform.
- Assign students PAGES 20-24 in packet.
- Classroom Connection: Contact a bike safety educator in the community to arrange a virtual classroom presentation to conclude this lesson. Review [www.AAA.com/Community](http://www.AAA.com/Community) for local contacts.

## OPTIONAL ACTIVITIES

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- Assign students to go on a bike ride (with adult supervision), then create a neighborhood map that identifies the safest routes for cycling to popular destinations (school, parks, etc.) and identify potential hazards.
- Assign research on bicycle maintenance
- Schedule an informative virtual discussion with the school social worker or student assistance counselor/psychologist about grief and loss.

## ADDITIONAL INFORMATION

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- More education bike safety downloads and videos are available at [www.AAA.com/BikeSafety](http://www.AAA.com/BikeSafety).

## SUMMARY

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By the end of the multi-week lesson, students should be able to explain why the use of bike helmets are important in reducing injuries. Through writing, verbal presentation and research of digital resources, students will acquire knowledge through realistic fictional literature, as well as informational resources provided by government agencies.

## OPTIONAL DISCUSSION ON ISSUES OF GRIEF AND LOSS

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- **Discussions about characters' immediate reactions to Mick's death:**
  - **Phoebe:** Denial, shock, resentment, guilt and loving memories. She felt like she had lost her brother until a friend points out that even though he died, he is still "everywhere."
  - **Mrs. Harte:** Withdrawn, depressed and heartbroken. She never wanted to hear or say Mick's name, and she couldn't get up for work for a while.
  - **Mr. Harte:** Sad, withdrawn and grief-stricken. He was overwhelmed with strong emotions that he was not sure how to handle, and he felt guilty for not making Mick wear his helmet.
- **Some of the ways other characters respond to the family's grief:**
  - Both family and friends called to see how Phoebe and her parents were holding up.
  - It seems with the words of encouragement, there was always a reference to God having a plan for Mick.
  - Numerous neighbors stopped by with food and her parents to show their concern.
  - **Zoe (Phoebe's best friend):** Makes sure that Phoebe knows that there is a shoulder to cry on if it is needed. She talks with Phoebe about how she feels and their memories of Mick.

- **Mrs. Berryhill (school principal):** Responds to Phoebe's grief by telling her that she lost her mother two years ago. She was trying to establish a common connection with Phoebe, so that Phoebe might want to open up to her.
- **Mrs. Santos (Zoe's mother):** Helps Phoebe's parents by watching over her while they were at the hospital taking care of Mick. She also dropped off some food for Phoebe and her parents.
- **Cara Cook, Lindy Nelson and Amy Lightner (Phoebe's friends):** They were afraid to say Mick's name after Phoebe came back to school. After Phoebe told them it was fine for them to say his name, all of them seemed hesitant. They felt uneasy, because they did not want to say something that would upset Phoebe even more.
- When Mick initially crashes, **Coach Brodie** gives Phoebe a hug. When Phoebe comes back to school, but is still not feeling well, she lets her leave soccer practice. The coach shows understanding and patience.
- **Nana (Phoebe and Mick's grandmother):** Came in from Florida for Mick's memorial service, and while she was visiting, she was able to get Phoebe and her parents acting like a family again at the dinner table. She rearranged where they usually sat at the table and, for the first time, no one was focusing on Mick's empty chair at the table.

## HEALTH EDUCATION STANDARDS

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The *Mick Hart Was Here* lesson meets the following National Health Education Standards (NHES):

### Grade 5

**Standard 4:** 4.5.1

### Grade 6

**Standard 4:** 4.8.1

**Standard 7:** 7.8.1, 7.8.2, 7.8.3

## ENGLISH LANGUAGE ARTS STANDARDS

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The *Mick Hart Was Here* lesson meets the following Common Core State Standards:

### Grade 5

**Standard 5:** RL.5.7, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, RF.5.4, W.5.1, W.5.2, W.5.4, W.5.6, W.5.9, SL.5.2, SL.5.4, SL.5.5, L.5.4, L.5.5

### Grade 6

**Standard 6:** RL.6.1, RL.6.3, RL.6.5, RL.6.7, W.6.1, W.6.4, W.6.6, W.6.8, W.6.9, SL.6.2, SL.6.5

# MICK HARTE WAS HERE



## NOVEL STUDY

NAME:

## BEFORE READING

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**Predict:** Look at the cover and read through the chapter titles. Make a prediction of what you believe this book is about.

## AFTER CHAPTER 1: MICK

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**Narrative Elements:** Complete the narrative elements.

**Characters:**

**Setting:**

**Point of View:** From which point of view is the story written?

- ☐ First person
- ☐ Third Person

**Which word(s) or phrase(s) assisted you in determining the point of view?**

**Reread to Clarify:** How is the narrator related to Mick?

- ☐ Mick is the narrator's brother.
- ☐ Mick is the narrator's best friend.
- ☐ They are not related.

**Create mental images:** Good readers form images in their minds as they read. Describe the image you created in your mind of the tattoo Phoebe and Nick were fighting over.

**Infer:** How did Phoebe feel about her last argument with her brother? Explain your answer.

**Figurative Language:** Write the type of figurative language used in the Chapter 1 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Wee Willie Winkie went to town.”*

*“Instead, he just folded his arms and gave us one of those ‘looks’ of his. This was once where he rolls his eyeballs so far back in his head he can see his brain...”*

**Read for Details:** What caused Mick’s crash?

- ☐ Mick was hit by a car while dodging traffic.
- ☐ A truck hit Mick from behind.
- ☐ Mick’s tire hit a rock.

**Analyze:** Analyze and explain the following excerpt:

*“Men who walk around in boxer shorts and socks are deceptively quiet, by the way.”*

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“Just imagine the amazing stunts I’ll pull when I’m a sneaky, rebellious teenager’, he’d say.”*

*“That was when we defaced our first property.”*

Which is **not** a synonym of deface:

- ☐ Vandalize
- ☐ Revamp
- ☐ Ruin
- ☐ Disfigure

## AFTER CHAPTER 2: SIRENS

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**Read for Details:** What was Phoebe doing when the ambulance arrived?

**Cause and Effect:** Fill in the cause

**Cause:**

**Effect:** Phoebe finally started crying hysterically.

**Figurative Language:** Write the type of figurative language used in the Chapter 2 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Mick always dressed up as people you’d never think of in a million years.”*

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“I’ve replayed that scene in my head a hundred times since the day it happened.”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**



In which word does the prefix “re” mean the same as it does in “*replayed*”?

☐ Readily

☐ Rebuild

☐ Rescue

Write one additional word that properly uses the prefix ‘re-’ as used in “*replayed*”:

**Cite Evidence:** Cite two pieces of evidence from Chapter 2 that support the following statement:

*Zoe is a good friend to Phoebe.*

**Analyze/Opinion:** Why does Phoebe believe it “*sounds terrible*” that she and Zoe were laughing? Do you think it is *terrible* for the two of them to be laughing? Why or why not? Explain your thinking.

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“It’s not that he was conceited.”*

*“Henry VIII was that big fat glutton king of England with all the wives.”*

## AFTER CHAPTER 3: THE SERENGETI SUCKS

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**Reread to Clarify:** Why did Phoebe's father's actions *scare* Phoebe when he came to pick her up?

**Infer:** What was Phoebe's reaction when her father went to close Mick's bedroom door?

**Analyze:** What does Phoebe mean when she thought, "*I think that's when it first hit me that we were in way over our heads on this one.*" Explain.

**Vocabulary – Synonym and Antonym:** Write a synonym and an antonym of the underlined word.

*"Then he sort of cradled my head in his hands. Real gentle."*

Synonym of gentle:

Antonym of gentle:

**Reflect:** How is Phoebe's mother reacting to the devastating loss of Mick?

**Figurative Language:** Write the type of figurative language used in the Chapter 3 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Mostly it was just this total feeling of emptiness in my gut. Like a cannonball had been shot cleanly through my middle.”*

**Reflect:** The author chose to title the chapter “The Serengeti Sucks.” What is the meaning of this chapter title?

**Predict:** Do you think Phoebe and her family are going to be able to recover from their loss? Do you think things will ever be *back to normal*? Why or why not? Explain your thinking.

## AFTER CHAPTER 4: TREASURES

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**Analyze:** Analyze and explain the following excerpt:

*“Feeling better sounded almost disloyal, if you want to know the truth.”*

**Cause and Effect:** Fill in the effect.

**Cause:** Phoebe asked her mother if she thinks Mick can hear them.

**Effect:**

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“It sounds morbid. I know it does.”*

**What is a synonym of morbid?**

**Connect/Infer:** At the start of the chapter, Phoebe hung up on Zoe in the middle of the conversation. Do you think Zoe will be angry with Phoebe for hanging up on her? Why or why not?

**Opinion:** *“THIS ISN’T ONLY ABOUT YOU MOTHER!”* Phoebe screamed at her mother. Do you think Phoebe’s screaming was warranted (reasonable)? Why or why not? Explain your reasoning.

## AFTER CHAPTER 5: TAP DANCING ON GOD'S PIANO

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**Mood:** Describe Phoebe's mood at the start of the chapter. Cite evidence to support your answer.

**Reread to clarify:** "...in just a few days, we had all turned into people I didn't even know." How did Phoebe describe herself, her mother and her father?

**Phoebe:**

**Mr. Harte:**

**Mrs. Harte:**

**Vocabulary – Synonym and Antonym:** Write a synonym and an antonym of the underlined word.

*"And I was a jolly little monster."*

Synonym of jolly:

Antonym of jolly:

**Figurative Language:** Write the type of figurative language used in the Chapter 5 excerpts.

<b>ALLITERATION</b>	<b>HYPERBOLE</b>	<b>METAPHOR</b>
<b>ONOMATOPOEIA</b>	<b>PERSONIFICATION</b>	<b>SIMILE</b>

*“...this delivery boy from the florist knocked on the door with our millionth sympathy bouquet...”*

*“My father was some slob in slipper socks.”*

**Read for details:** What three words did Zoe say aloud that caught Phoebe's attention and changed her attitude.

- ☐ “Mick is okay.”
- ☐ “Put him everywhere.”
- ☐ “Get some sleep.”

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“I had flat out spent my entire day taunting my mother with her dead son's name.”*

*“And do what? Sprout a halo and play the harp?”*

*“I have to admit I can get a little disobedient with authority figures now and then.”*

**Write an antonym of disobedient:**

## AFTER CHAPTER 6: GETTING A GRIP

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**Summarize:** Summarize Chapter 6. Be sure to include the central (main) idea of the chapter.

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“Then he picked Mick up and shook him a little bit till his legs unfolded.”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**

In which word does the prefix “un” mean the same as it does in “*unfolded*”?

☐ Uniform

☐ Underwear

☐ Undone

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“But Mick didn’t gloat or anything.”*

**Reflect:** Why is the title “Getting a Grip” an appropriate title for Chapter 6. Explain.



## AFTER CHAPTER 7: DOGS CAN LAUGH IN HEAVEN

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**Cause and Effect:** Fill in the effect.

**Cause:** Some boy called Phoebe the “*sister of the dead boy.*”

**Effect:**

**Opinion:** Phoebe’s classmates did not say much to her until she said something aloud. Do you think they were being rude by not saying anything to Phoebe? Why or why not? Explain your thinking.

**Parts of Speech:** Which part of speech does the underlined word represent?

“I nodded blankly and stood up.”

☐ Adjective

☐ Adverb

☐ Verb

**Analyze:** What did Phoebe mean when she said, “*Mick died. But he will never — ever — be lost.*”

**Tone:** What was the tone of Phoebe's dream?

- ☐ Joy                      ☐ Anger                      ☐ Sorrow

**Infer:** How did Mrs. Harte's mood change as Phoebe told her about her dream and talked about good times with Mick? Explain your answer.

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*"Cara Cook looked totally mortified."*

**Which is a synonym of mortified:**

- ☐ Proud                      ☐ Stand-alone                      ☐ Horrified

*"Remember? You said he was demented."*

**Write a synonym of demented:**

**Write an antonym of demented:**

*"I guess crazy old Nana got everyone all catawampus, didn't I?"*

## AFTER CHAPTER 8: COMMON SENSE AND GOOD JUDGMENT

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**Reread to clarify:** Why did Mick refuse to wear a helmet?

**Analyze:** Analyze and explain the following excerpt:

*“...how you can lead a horse to water, but you can’t make him drink.”*

**Reread to clarify:** Why did Mrs. Berryhill call Phoebe down to her office?

- ☐ Mrs. Berryhill wanted to make sure the other students are being polite to Phoebe.
- ☐ Mrs. Berryhill wanted to introduce Phoebe to a lady from the PTA, who asked Phoebe if she would speak at an assembly.
- ☐ Mrs. Berryhill wanted to punish Phoebe for running out of school during their last conversation.

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“It was one of those intersections where it was impossible for cars...”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**

**In which word does the prefix “im-” mean the same as it does in “impossible”?**

- ☐ Imagine
- ☐ Imitate
- ☐ Imperfect

**Opinion:** “*Where in the world had she ever gotten the nerve to ask me something like that?*” Do you think it was impolite or rude of the lady from the PTA to ask Phoebe to speak at the assembly? Why or why not?

**Infer:** What does Phoebe mean when she says, “*My voice broke...*”? How was Phoebe feeling?

**Opinion:** Do you think Phoebe made the right decision to speak at the assembly. Why or why not? Explain your reasoning.

## AFTER CHAPTER 9: FOREVER

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**Reflect/Opinion:** Do you think Phoebe's father is blaming himself for Mick's accident? Why or why not? Cite evidence to support your answer.

**Analyze:** *"It can give you shivers if you think about it too much."* Why does Phoebe say the stick and the situation *"can give you the shivers"*?

**Mood:** Describe Phoebe's mood at the conclusion of the story.

**Reflect:** What is the significance of Phoebe writing ‘**M-I-C-K-H-A-R-T-E-W-A-S-H-E-R-E**’ in the cement? (*Hint: When was another time Phoebe encountered fresh cement?*)

## **AFTER FINISHING THE STORY**

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**Connect:** Do you always wear a helmet when riding your bicycle? Why or why not?

**Connect:** Print this page and design a poster encouraging people of all ages to wear a helmet while riding a bike. Scan it or take a picture and email it to your teacher.

**NAME:**

**DATE:**

**Connect:** Write a letter to Phoebe sharing what you liked best about Mick from Phoebe's story.

*Dear Phoebe,*

**Character Traits:** Identify and describe one character trait of Phoebe Hart. Use two pieces of evidence from the text to support your answer.



**Genre:** What book genre is *Mick Harte Was Here*?

☐ Nonfiction

☐ Realistic fiction

☐ Historical fiction

**Rating:** How would you rate this book? (1 is terrible and 5 is awesome)

☐

1

☐

2

☐

3

☐

4

☐

5

**Theme:** What is the theme of *Mick Harte Was Here*? Cite evidence to support your answer.

# MICK HARTE WAS HERE WORD JUMBLE

Print this page and solve the Word Jumble and decode the Hidden Message. Scan it or take a picture and email it to your teacher!

OEPEBH

18	2			15	

IEGRF

		11		

KOEWTG

	5				

RASURESTE

7				21				20

HERROTB

	8		17			

VERORFE

	13			14		

ICBEYLC

				3	19	

KCIM RATHE

				1				

MELHET

	10		12		9

CICNEADT

				4		6	16	

## HIDDEN MESSAGE:

1	2	3	4	5	6	7	8	9	10	11			
12	13	14	15	6	2	16	17	18	19	3	8	20	21

NAME:

DATE:

## MICK HARTE WAS HERE WORD SEARCH

Print this page and solve the Word Search. Words can be found left to right, up and down, and diagonal! Scan it or take a picture and email it to your teacher!

R E B E L L I O U S T A W Q G  
F A M I L Y F C I N M S W P R  
O V T J T A O O H Y V S O M U  
A T G J X Q R U E P Q E C E C  
C H R C V J E N L H P M K M C  
C B I E Q M V S M O E B E O O  
I A E B A S E E E E R L T R M  
D M F D R S R L T B S Y B I I  
E B F B K O U O D E P T I E C  
N U H R Y P T R U X E R C S K  
T L Y E I H H H E K C A Y D H  
O A U D A E R W E S T G C R A  
A N E B U V N P A R I I L Z R  
J C W M Z H E D X M V C E D T  
D E Q A A G D N S Z E W S V E

PERSPECTIVE

MICK HARTE

BROTHER

PHOEBE

TRAGIC

REBELLIOUS

ASSEMBLY

FOREVER

FAMILY

HELMET

COUNSELOR

ACCIDENT

FRIENDS

AMBULANCE

WOCKET

TREASURES

BICYCLE

HEAVEN

MEMORIES

GRIEF

NAME:

DATE:

NAME:

DATE:

## WATCH

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Watch the following video, then answer the questions.

<https://www.youtube.com/watch?v=u2WuVKyX8do>

## ANSWER

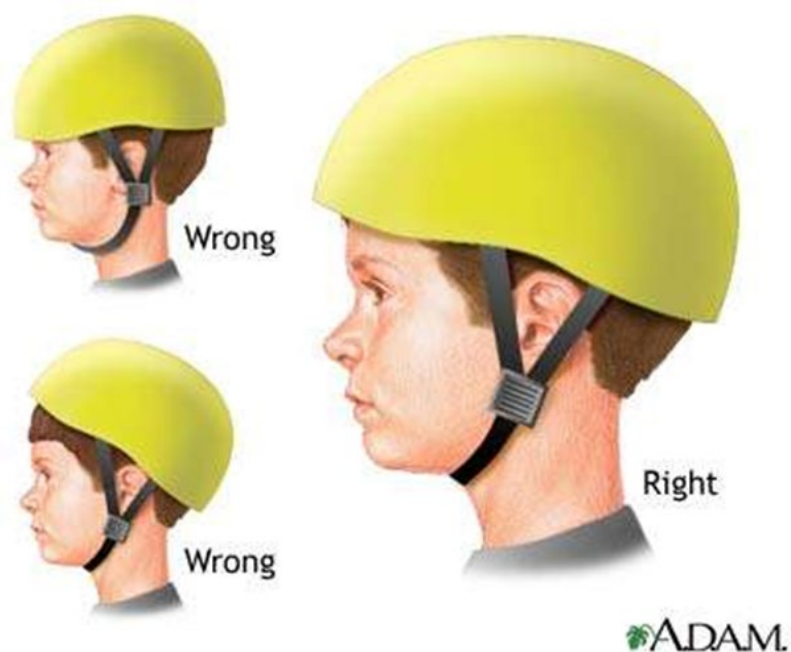
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Fill in the blanks to correctly complete each statement:

1. Bike helmets should be certified by CPCS, Snell or .
2. To adjust your bike helmet for a proper fit, there should be no more than fingers width between your eyebrows and the bottom of your helmet to protect your .
3. The straps of your helmet should form a -shape, with one strap in front of your ear, and the other strap behind your ear.
4. No more than should fit between your chin and the chin strap.
5. The buckle of your helmet should be centered under your .
6. Wearing a helmet reduces head injuries by up to % in a crash.
7. Children ages to visit hospital emergency rooms from injuries related to bicycles more than any other injury.

8. You should replace your bike helmet if you \_\_\_\_\_ or if \_\_\_\_\_.

9. Review the picture below and explain what is wrong with the bike helmet fits marked “wrong.”



# MICK HARTE WAS HERE



## NOVEL STUDY

NAME:

## BEFORE READING

---

**Predict:** Look at the cover and read through the chapter titles. Make a prediction of what you believe this book is about.

## AFTER CHAPTER 1: MICK

---

**Narrative Elements:** Complete the narrative elements.

**Characters:**

**Setting:**

**Point of View:** From which point of view is the story written?

- ☐ First person
- ☐ Third Person

**Which word(s) or phrase(s) assisted you in determining the point of view?**

**Reread to Clarify:** How is the narrator related to Mick?

- ☐ Mick is the narrator's brother.
- ☐ Mick is the narrator's best friend.
- ☐ They are not related.

**Create mental images:** Good readers form images in their minds as they read. Describe the image you created in your mind of the tattoo Phoebe and Nick were fighting over.

**Infer:** How did Phoebe feel about her last argument with her brother? Explain your answer.



**Figurative Language:** Write the type of figurative language used in the Chapter 1 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Wee Willie Winkie went to town.”*

*“Instead, he just folded his arms and gave us one of those ‘looks’ of his. This was once where he rolls his eyeballs so far back in his head he can see his brain...”*

**Read for Details:** What caused Mick’s crash?

- ☐ Mick was hit by a car while dodging traffic.
- ☐ A truck hit Mick from behind.
- ☐ Mick’s tire hit a rock.

**Analyze:** Analyze and explain the following excerpt:

*“Men who walk around in boxer shorts and socks are deceptively quiet, by the way.”*

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“Just imagine the amazing stunts I’ll pull when I’m a sneaky, rebellious teenager’, he’d say.”*

*“That was when we defaced our first property.”*

Which is **not** a synonym of deface:

- ☐ Vandalize
- ☐ Revamp
- ☐ Ruin
- ☐ Disfigure

## AFTER CHAPTER 2: SIRENS

---

**Read for Details:** What was Phoebe doing when the ambulance arrived?

**Cause and Effect:** Fill in the cause

**Cause:**

**Effect:** Phoebe finally started crying hysterically.

**Figurative Language:** Write the type of figurative language used in the Chapter 2 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Mick always dressed up as people you’d never think of in a million years.”*

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“I’ve replayed that scene in my head a hundred times since the day it happened.”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**

In which word does the prefix “re” mean the same as it does in “*replayed*”?

☐ Readily

☐ Rebuild

☐ Rescue

Write one additional word that properly uses the prefix ‘re-’ as used in “*replayed*”:

**Cite Evidence:** Cite two pieces of evidence from Chapter 2 that support the following statement:

*Zoe is a good friend to Phoebe.*

**Analyze/Opinion:** Why does Phoebe believe it “*sounds terrible*” that she and Zoe were laughing? Do you think it is *terrible* for the two of them to be laughing? Why or why not? Explain your thinking.

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“It’s not that he was conceited.”*

*“Henry VIII was that big fat glutton king of England with all the wives.”*

## AFTER CHAPTER 3: THE SERENGETI SUCKS

---

**Reread to Clarify:** Why did Phoebe's father's actions *scare* Phoebe when he came to pick her up?

**Infer:** What was Phoebe's reaction when her father went to close Mick's bedroom door?

**Analyze:** What does Phoebe mean when she thought, "*I think that's when it first hit me that we were in way over our heads on this one.*" Explain.

**Vocabulary – Synonym and Antonym:** Write a synonym and an antonym of the underlined word.

*"Then he sort of cradled my head in his hands. Real gentle."*

Synonym of gentle:

Antonym of gentle:

**Reflect:** How is Phoebe's mother reacting to the devastating loss of Mick?

**Figurative Language:** Write the type of figurative language used in the Chapter 3 excerpts.

ALLITERATION	HYPERBOLE	METAPHOR
ONOMATOPOEIA	PERSONIFICATION	SIMILE

*“Mostly it was just this total feeling of emptiness in my gut. Like a cannonball had been shot cleanly through my middle.”*

**Reflect:** The author chose to title the chapter “The Serengeti Sucks.” What is the meaning of this chapter title?

**Predict:** Do you think Phoebe and her family are going to be able to recover from their loss? Do you think things will ever be *back to normal*? Why or why not? Explain your thinking.

## AFTER CHAPTER 4: TREASURES

---

**Analyze:** Analyze and explain the following excerpt:

*“Feeling better sounded almost disloyal, if you want to know the truth.”*

**Cause and Effect:** Fill in the effect.

**Cause:** Phoebe asked her mother if she thinks Mick can hear them.

**Effect:**

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“It sounds morbid. I know it does.”*

**What is a synonym of morbid?**

**Connect/Infer:** At the start of the chapter, Phoebe hung up on Zoe in the middle of the conversation. Do you think Zoe will be angry with Phoebe for hanging up on her? Why or why not?

**Opinion:** *“THIS ISN’T ONLY ABOUT YOU MOTHER!”* Phoebe screamed at her mother. Do you think Phoebe’s screaming was warranted (reasonable)? Why or why not? Explain your reasoning.

## AFTER CHAPTER 5: TAP DANCING ON GOD'S PIANO

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**Mood:** Describe Phoebe's mood at the start of the chapter. Cite evidence to support your answer.

**Reread to clarify:** "...in just a few days, we had all turned into people I didn't even know." How did Phoebe describe herself, her mother and her father?

**Phoebe:**

**Mr. Harte:**

**Mrs. Harte:**

**Vocabulary – Synonym and Antonym:** Write a synonym and an antonym of the underlined word.

*"And I was a jolly little monster."*

Synonym of jolly:

Antonym of jolly:



**Figurative Language:** Write the type of figurative language used in the Chapter 5 excerpts.

<b>ALLITERATION</b>	<b>HYPERBOLE</b>	<b>METAPHOR</b>
<b>ONOMATOPOEIA</b>	<b>PERSONIFICATION</b>	<b>SIMILE</b>

*“...this delivery boy from the florist knocked on the door with our millionth sympathy bouquet...”*

*“My father was some slob in slipper socks.”*

**Read for details:** What three words did Zoe say aloud that caught Phoebe's attention and changed her attitude.

- ☐ “Mick is okay.”
- ☐ “Put him everywhere.”
- ☐ “Get some sleep.”

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“I had flat out spent my entire day taunting my mother with her dead son's name.”*

*“And do what? Sprout a halo and play the harp?”*

*“I have to admit I can get a little disobedient with authority figures now and then.”*

**Write an antonym of disobedient:**

## AFTER CHAPTER 6: GETTING A GRIP

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**Summarize:** Summarize Chapter 6. Be sure to include the central (main) idea of the chapter.

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“Then he picked Mick up and shook him a little bit till his legs unfolded.”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**

In which word does the prefix “un” mean the same as it does in “*unfolded*”?

☐ Uniform

☐ Underwear

☐ Undone

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*“But Mick didn’t gloat or anything.”*

**Reflect:** Why is the title “Getting a Grip” an appropriate title for Chapter 6. Explain.

## AFTER CHAPTER 7: DOGS CAN LAUGH IN HEAVEN

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**Cause and Effect:** Fill in the effect.

**Cause:** Some boy called Phoebe the “*sister of the dead boy.*”

**Effect:**

**Opinion:** Phoebe’s classmates did not say much to her until she said something aloud. Do you think they were being rude by not saying anything to Phoebe? Why or why not? Explain your thinking.

**Parts of Speech:** Which part of speech does the underlined word represent?

“I nodded blankly and stood up.”

☐ Adjective

☐ Adverb

☐ Verb

**Analyze:** What did Phoebe mean when she said, “*Mick died. But he will never — ever — be lost.*”

**Tone:** What was the tone of Phoebe's dream?

- ☐ Joy                      ☐ Anger                      ☐ Sorrow

**Infer:** How did Mrs. Harte's mood change as Phoebe told her about her dream and talked about good times with Mick? Explain your answer.

**Vocabulary – Context Clues:** Define the underlined words using context clues and/or a dictionary.

*"Cara Cook looked totally mortified."*

**Which is a synonym of mortified:**

- ☐ Proud                      ☐ Stand-alone                      ☐ Horrified

*"Remember? You said he was demented."*

**Write a synonym of demented:**

**Write an antonym of demented:**

*"I guess crazy old Nana got everyone all catawampus, didn't I?"*

## AFTER CHAPTER 8: COMMON SENSE AND GOOD JUDGMENT

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**Reread to clarify:** Why did Mick refuse to wear a helmet?

**Analyze:** Analyze and explain the following excerpt:

*“...how you can lead a horse to water, but you can’t make him drink.”*

**Reread to clarify:** Why did Mrs. Berryhill call Phoebe down to her office?

- ☐ Mrs. Berryhill wanted to make sure the other students are being polite to Phoebe.
- ☐ Mrs. Berryhill wanted to introduce Phoebe to a lady from the PTA, who asked Phoebe if she would speak at an assembly.
- ☐ Mrs. Berryhill wanted to punish Phoebe for running out of school during their last conversation.

**Vocabulary - Prefix:** Write the base word and identify the prefix in the underlined word.

*“It was one of those intersections where it was impossible for cars...”*

**Base Word:**

**Prefix:**

**What does the prefix mean?**

**In which word does the prefix “im-” mean the same as it does in “impossible”?**

- ☐ Imagine
- ☐ Imitate
- ☐ Imperfect

**Opinion:** “*Where in the world had she ever gotten the nerve to ask me something like that?*” Do you think it was impolite or rude of the lady from the PTA to ask Phoebe to speak at the assembly? Why or why not?

**Infer:** What does Phoebe mean when she says, “*My voice broke...*”? How was Phoebe feeling?

**Opinion:** Do you think Phoebe made the right decision to speak at the assembly. Why or why not? Explain your reasoning.

## AFTER CHAPTER 9: FOREVER

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**Reflect/Opinion:** Do you think Phoebe's father is blaming himself for Mick's accident? Why or why not? Cite evidence to support your answer.

**Analyze:** *"It can give you shivers if you think about it too much."* Why does Phoebe say the stick and the situation *"can give you the shivers"*?

**Mood:** Describe Phoebe's mood at the conclusion of the story.

**Reflect:** What is the significance of Phoebe writing ‘**M-I-C-K-H-A-R-T-E-W-A-S-H-E-R-E**’ in the cement? (*Hint: When was another time Phoebe encountered fresh cement?*)

## **AFTER FINISHING THE STORY**

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**Connect:** Do you always wear a helmet when riding your bicycle? Why or why not?



**Connect:** Print this page and design a poster encouraging people of all ages to wear a helmet while riding a bike. Scan it or take a picture and email it to your teacher.

**NAME:**

**DATE:**

**Connect:** Write a letter to Phoebe sharing what you liked best about Mick from Phoebe's story.

*Dear Phoebe,*

**Character Traits:** Identify and describe one character trait of Phoebe Hart. Use two pieces of evidence from the text to support your answer.

**Genre:** What book genre is *Mick Harte Was Here*?

☐ Nonfiction

☐ Realistic fiction

☐ Historical fiction

**Rating:** How would you rate this book? (1 is terrible and 5 is awesome)

☐

1

☐

2

☐

3

☐

4

☐

5

**Theme:** What is the theme of *Mick Harte Was Here*? Cite evidence to support your answer.

# MICK HARTE WAS HERE WORD JUMBLE

Print this page and solve the Word Jumble and decode the Hidden Message. Scan it or take a picture and email it to your teacher!

OEPEBH

P	H	O	E	B	E
18	2			15	

IEGRF

G	R	I	E	F
		11		

KOEWT

W	O	C	K	E	T
	5				

RASURESTE

T	R	E	A	S	U	R	E	S
7				21				20

HERROTB

B	R	O	T	H	E	R
	8		17			

VERORFE

F	O	R	E	V	E	R
	13			14		

ICBEYLC

B	I	C	Y	C	L	E
				3	19	

KCIM RATHE

M	I	C	K	H	A	R	T	E
				1				

MELHET

W	O	C	K	E	T
	10		12		9

CICNEADT

A	C	C	I	D	E	N	T
			4		6	16	

## HIDDEN MESSAGE:

H	O	L	D	O	N	T	O	T	H	E			
1	2	3	4	5	6	7	8	9	10	11			
L	O	V	E	N	O	T	T	H	E	L	O	S	S
12	13	14	15	6	2	16	17	18	19	3	8	20	21

NAME:

DATE:

# MICK HARTE WAS HERE WORD SEARCH

Print this page and solve the Word Search. Words can be found left to right, up and down, and diagonal! Scan it or take a picture and email it to your teacher!

## Word Search



PERSPECTIVE	REBELLIOUS	COUNSELOR	TREASURES
MICK HARTE	ASSEMBLY	ACCIDENT	BICYCLE
BROTHER	FOREVER	FRIENDS	HEAVEN
PHOEBE	FAMILY	AMBULANCE	MEMORIES
TRAGIC	HELMET	WOCKET	GRIEF

NAME:

DATE:

NAME:

DATE:

## **WATCH**

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Watch the following video, then answer the questions.

<https://www.youtube.com/watch?v=u2WuVKyX8do>

## **ANSWER**

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Fill in the blanks to correctly complete each statement:

1. Bike helmets should be certified by CPCS, Snell or .
2. To adjust your bike helmet for a proper fit, there should be no more than fingers width between your eyebrows and the bottom of your helmet to protect your .
3. The straps of your helmet should form a -shape, with one strap in front of your ear, and the other strap behind your ear.
4. No more than should fit between your chin and the chin strap.
5. The buckle of your helmet should be centered under your .
6. Wearing a helmet reduces head injuries by up to % in a crash.
7. Children ages to visit hospital emergency rooms from injuries related to bicycles more than any other injury.

8. You should replace your bike helmet if you \_\_\_\_\_ or if \_\_\_\_\_.

9. Review the picture below and explain what is wrong with the bike helmet fits marked “wrong.”

