

Name _____

Instructions: In the first section, write what you already know about school buses and the American school bus system. In the second section, write what you want to learn. After you finish reading, fill in the third section with information you learned from reading the book. In the last section, write what you still want to know about the super school bus system.

K: What I **K**now

W: What I **W**ant to Know

L: What I **L**earned

S: What I **S**till Want to Know

Name _____

Instructions: Think about the authors' purpose for writing *The Super School Bus System* and then check the appropriate boxes. Write examples from the book that support each purpose in the areas under *Evidence*.

☐ **To Entertain**
Evidence:

☐ **To Inform**
Evidence:

☐ **To Persuade**
Evidence:



Name _____

Instructions: Use an adverb from the top of the page to complete each sentence below. Then, circle the verb that is modified by the adverb. Finally, use the adverbs listed at the bottom of the page to create two original sentences.

daily

usually

safely

gradually

simply

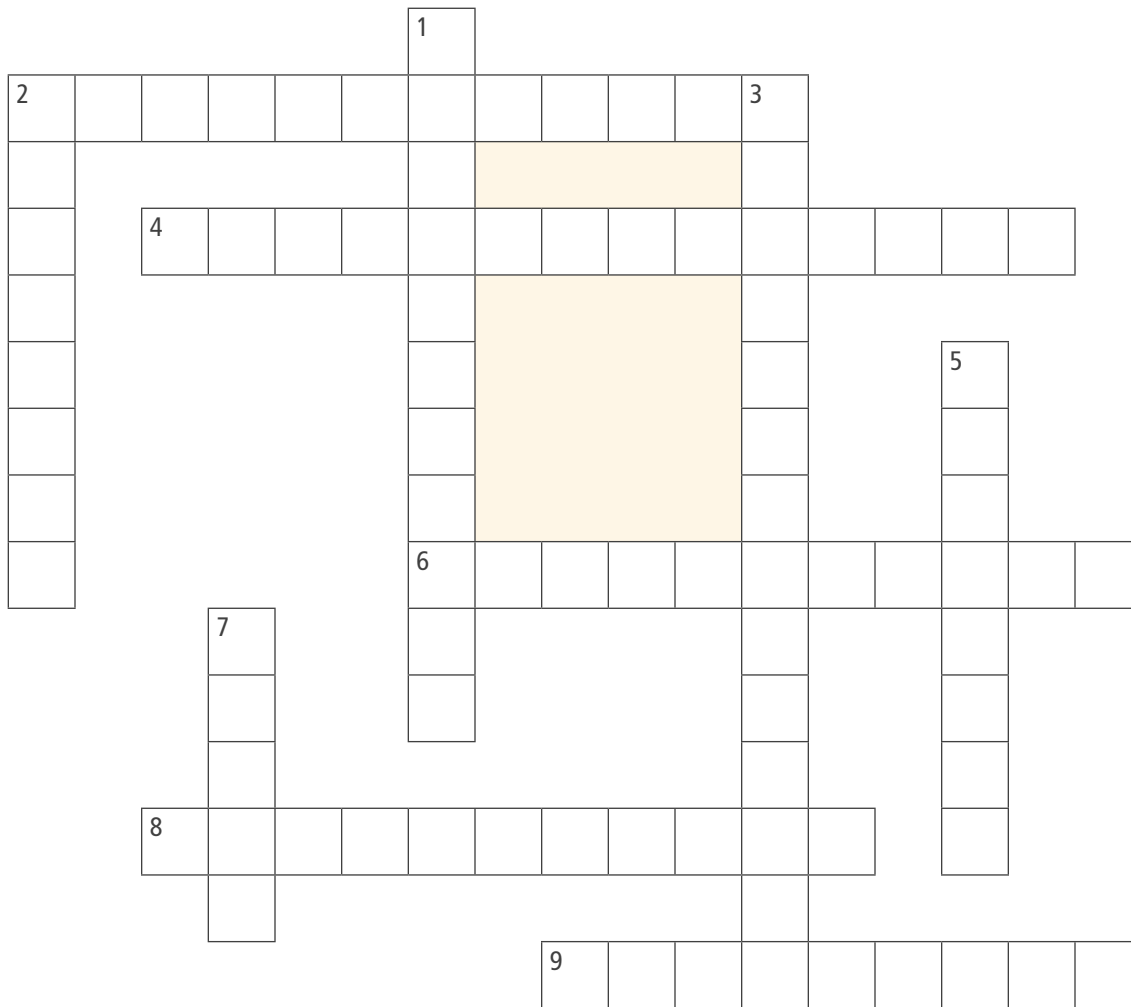
- ① The bus ride for Sarah is a part of her day that she _____
takes for granted.
- ② More than half of public school students used school buses _____.
- ③ White students _____ received better educational opportunities and
more resources than black students did.
- ④ Buses _____ grew larger to hold more and more students.
- ⑤ Because buses stand out on the road, drivers see them and stop in time to allow
students to board _____.

badly: _____

yearly: _____

Name _____

Instructions: Use the clues to fill in the crossword puzzle with vocabulary words from *The Super School Bus System*.



Across

2. The highest court of law in the judicial system of the United States
4. The treatment of a person or group of people unfairly because of gender, race, age, religion, or other differences
6. A process that allows all races to have equal access to facilities, schools, and all parts of society
8. A public transportation system that moves large numbers of people on buses, subways, or trains
9. A basic value or ideal that guides an action or decision

Down

1. Keeping people apart based on group differences, such as race
2. In the 1800s, many students attended one-room schoolhouses in _____ populated school districts
3. In order to make these wide-ranging bus routes work efficiently, school _____ planners must examine a number of factors
5. Deserving of or having a right to something
7. School buses travel on all kinds of roadways, from interstate highways to unpaved _____ lanes