

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:** Choose three examples that show the author's purpose(s) for writing this book. For each one, check the box that tells the author's purpose. Then, write supporting text evidence in the middle box. Finally, explain how you know that the evidence supports the purpose.

Author's Purpose	Text Evidence	How Do You Know?
<input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain <input type="checkbox"/> To Persuade	Page: _____ _____ _____ _____	_____ _____ _____ _____
<input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain <input type="checkbox"/> To Persuade	Page: _____ _____ _____ _____	_____ _____ _____ _____
<input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain <input type="checkbox"/> To Persuade	Page: _____ _____ _____ _____	_____ _____ _____ _____

Name \_\_\_\_\_

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

easily

usually

barely

safely

simply

gradually

- ① Sarah \_\_\_\_\_ notices as the bus pulls out of the stop and rumbles down the road.
- ② It's a part of her day that she \_\_\_\_\_ takes for granted.
- ③ Buses \_\_\_\_\_ grew larger to hold more and more students.
- ④ White students \_\_\_\_\_ received better educational opportunities and more resources than black students did.
- ⑤ That way, drivers could \_\_\_\_\_ see the buses and stop in time to allow students to board \_\_\_\_\_.

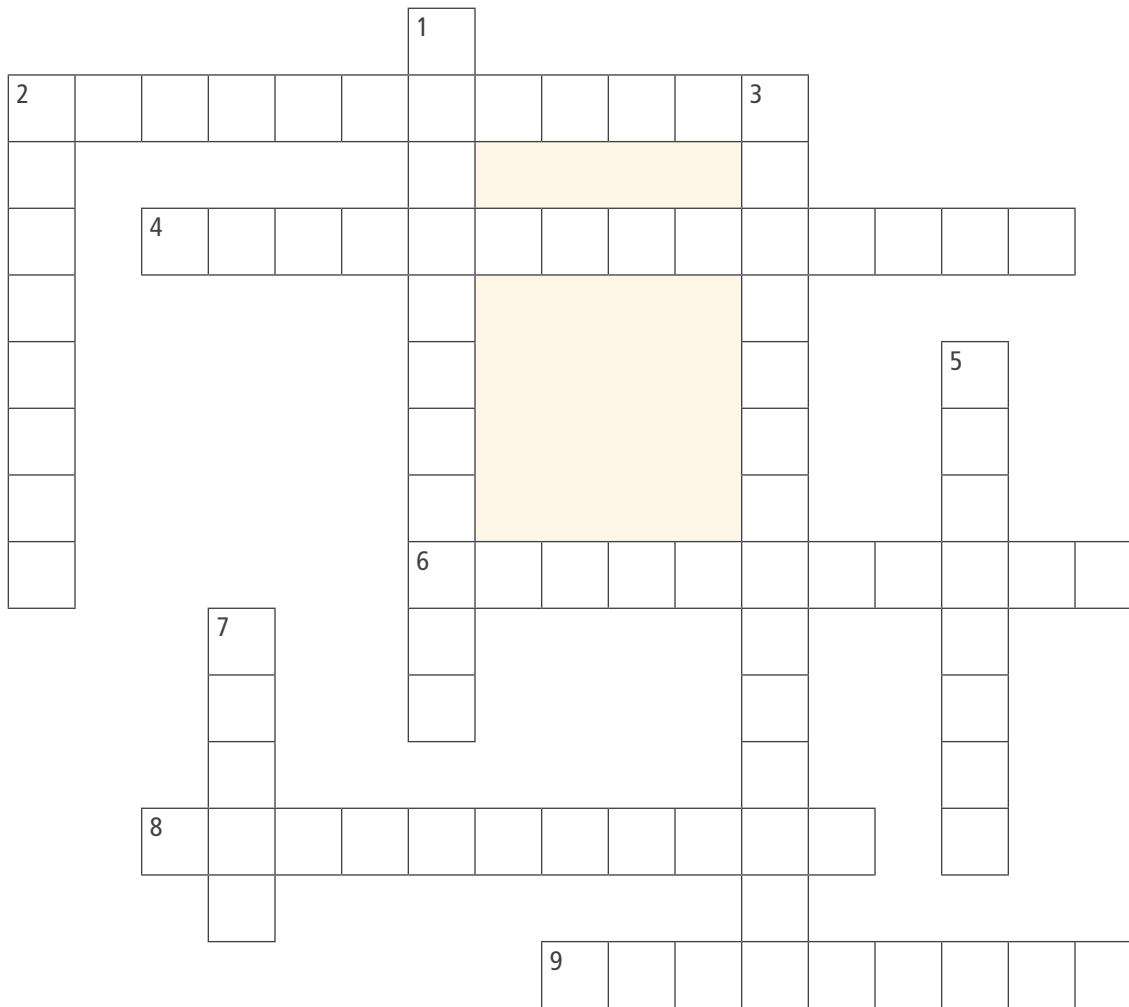
kindly: \_\_\_\_\_

slowly: \_\_\_\_\_

always: \_\_\_\_\_

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. Being kept 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.