

I was going downtown with my friends. We were going to the Museum of Science and Industry. We were going on the bus, and we would meet at the bus stop after I called my friends to tell them what time we should be at the bus stop. To figure out what bus we would take, I used a computer, so I used science to get to the museum—the science of computers. If you go on the Internet, you can find maps that show Chicago transportation systems. I found the map showing the route, and it even told me what times the buses came.

My friends and I went to the bus stop, and a few minutes later the bus arrived. It was a very rainy day, so we were glad we knew when the bus would come. We just stood outside a few minutes and there it was.

We rode along slowly--there must have been a traffic delay. People were driving slowly because of the rain, but didn't mind because we were inside nice and dry. Then it happened. There was a bump. It wasn't a big bump, but we all felt it. The driver stopped the bus. She got out and we waited anxiously. Then she came back in and announced, "A car has hit us. There is no damage to the bus. But there is a rule. When a car hits you, you need to make an accident report, and that means I need to notify the police. They will come and take the information, but that will take some time, so I have arranged for another bus to come. As soon as it arrives, you will get on that one. Don't worry. Please stay in your seats."

So we waited and were glad we were dry. We thought it would take a long time, and we weren't concerned because we did not have to get to the museum at a specific time. But in just about five minutes there was another bus. When we got off the bus, we saw the car, and the driver was looking very discouraged. A policeman was talking to the driver, and they were standing outside the car, both of them getting wet.

We got on the other bus, and one passenger said angrily to the new driver, "I am going to be late for work. Why can't we leave now, what is the reason for any further delay?" The new bus driver explained that we would leave as soon as everyone was on the bus. She said, "The driver of the car has to take a taxi to get to his office, but the bus company sent me to make sure you get to your destinations." In one more minute we were moving, the impatient passenger was calmer then.

The delay had only taken ten minutes, and we got to the museum safely. When we got off the bus, we asked the driver what time the buses would be coming to take us back—we asked if she had a schedule.

"Check the computer at the museum," she said. "You'll find out what the actual time is for your bus back. It is a very accurate system." The Museum is all about technology. But we had already been learning about technology.

Infer Predictions – Fiction

Questions developed by Center for Urban Education for use by Chicago Public Schools, 2009.

Choose the best answer for each question

1. What would have happened if they did not check the computer to find out the bus schedule?

- a. They would have asked people.
- b. They would have gotten wetter.
- c. They would have taken a taxi.
- d. They would have stayed home.

3. Why do you think the driver of the car was looking sad?

- a. He was late for work.
- b. It was an accident.
- c. The police officer was giving him a ticket.
- d. It was raining.

2. Why did another bus come after the accident?

- a. The bus company learned about the accident.
- b. The bus driver got a ticket.
- c. There was a bus near-by.
- d. The passengers called for another bus.

4. What do you think the car driver did next?

- a. He went to work.
- b. He got on the bus with the passengers.
- c. He went home.
- d. He bought a newspaper.

5. Write your own answer to this question. How do you make a prediction?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.

Item	1	2	3	4
Answer	b	a	c	a

Question 5 is open-ended. Here is a suggested response.
You look at the information. You think what could happen.