

Kids Learn!

Spanish Support

Lessons and Activities

9th Grade

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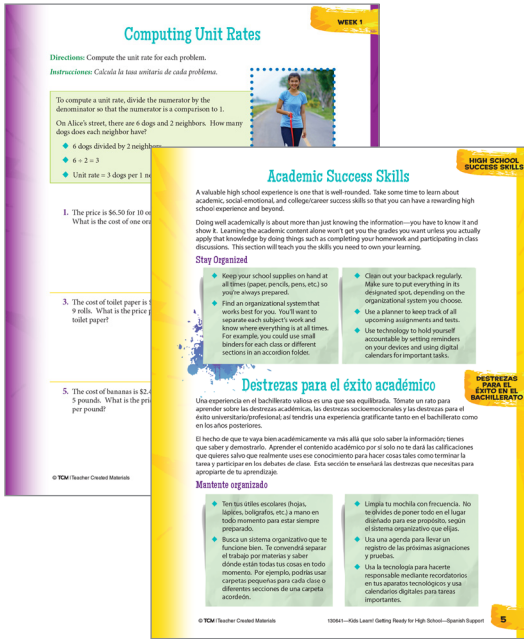
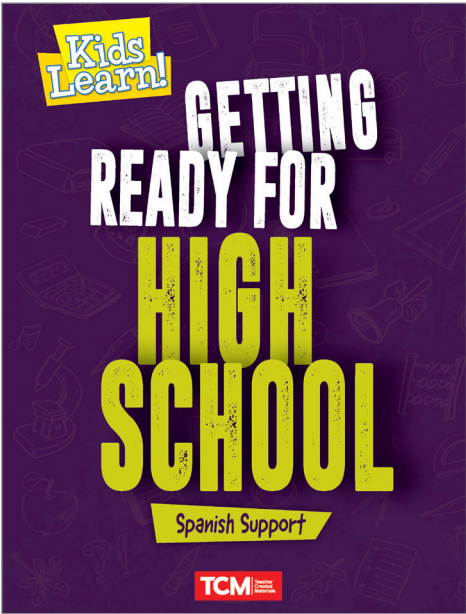
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**Kids
Learn!**

GETTING READY FOR HIGH SCHOOL

Spanish Support

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Welcome Letter

Dear Student,

High school is an exciting time, filled with many learning opportunities—both within the classroom and within yourself. You'll have a chance to build on your academic knowledge in core subjects, such as math and English, while also getting a chance to learn a language, explore electives, play sports, or join clubs. This is a time for you to really take ownership over your education by becoming more independent and self-motivated.

This book will help you sharpen your skills academically and beyond. You will be reviewing math and language concepts that you have previously learned while also picking up some helpful life skills to support you throughout the next four years. Here are some tips for completing this book:

- ◆ Dedicate a specific time to work on the activities every day. Completing this book will be super easy if you add it into your daily routine.
- ◆ Complete activity pages every day. This book is designed to teach you concepts over a longer period of time, and it will not be as effective if you procrastinate. Avoiding procrastination will also help you succeed in high school, so think of this as practice.
- ◆ Creatively share your thoughts and feelings on the My Journal pages.

Change can make people feel nervous, but this book is your guide to a smooth transition into high school. Enjoy your time learning these concepts, and best wishes for a successful four years in high school!

Carta de bienvenida

Querido estudiante:

Bachillerato es una época emocionante, repleta de oportunidades de aprendizaje, tanto dentro del salón de clase como dentro de ti mismo. Tendrás la oportunidad de desarrollar tus conocimientos académicos en las materias básicas, tal como Matemáticas e Inglés, y además tendrás la oportunidad de aprender un idioma, explorar las materias optativas, practicar deportes o participar en los clubes. Esta época es ideal para que te hagas verdaderamente responsable de tu educación al ser más independiente y tener iniciativa propia.

Este libro te ayudará a pulir tus destrezas en el plano académico y más allá. Repasarás conceptos matemáticos e idiomáticos que has aprendido anteriormente mientras también ejercitas algunas destrezas útiles para la vida que te ayudarán durante los próximos cuatro años. Aquí tienes algunos consejos para completar este libro:

- ◆ Todos los días, dedica un horario específico para hacer las actividades. Completar este libro será súper fácil si lo agregas a tu rutina diaria.
- ◆ Completa las páginas de actividades todos los días. Este libro está diseñado para enseñarte conceptos durante un período de tiempo más extenso y no será tan eficaz si procrastinas. Evitar la procrastinación también te ayudará a tener éxito en el bachillerato, así que toma este libro como una práctica.
- ◆ Usa las páginas de Mi diario para expresar, con creatividad, tus pensamientos y sentimientos.

Los cambios pueden generar nervios, pero este libro es tu guía para lograr una transición fluida al bachillerato. Disfruta de aprender estos conceptos y ¡todo lo mejor para que tengas cuatro años exitosos en el bachillerato!

Academic Success Skills

A valuable high school experience is one that is well-rounded. Take some time to learn about academic, social-emotional, and college/career success skills so that you can have a rewarding high school experience and beyond.

Doing well academically is about more than just knowing the information—you have to know it and show it. Learning the academic content alone won't get you the grades you want unless you actually apply that knowledge by doing things such as completing your homework and participating in class discussions. This section will teach you the skills you need to own your learning.

Stay Organized

- ◆ Keep your school supplies on hand at all times (paper, pencils, pens, etc.) so you're always prepared.
- ◆ Find an organizational system that works best for you. You'll want to separate each subject's work and know where everything is at all times. For example, you could use small binders for each class or different sections in an accordion folder.
- ◆ Clean out your backpack regularly. Make sure to put everything in its designated spot, depending on the organizational system you choose.
- ◆ Use a planner to keep track of all upcoming assignments and tests.
- ◆ Use technology to hold yourself accountable by setting reminders on your devices and using digital calendars for important tasks.

Destrezas para el éxito académico

DESTREZAS
PARA EL
ÉXITO EN EL
BACHILLERATO

Una experiencia en el bachillerato valiosa es una que sea equilibrada. Tómate un rato para aprender sobre las destrezas académicas, las destrezas socioemocionales y las destrezas para el éxito universitario/profesional; así tendrás una experiencia gratificante tanto en el bachillerato como en los años posteriores.

El hecho de que te vaya bien académicamente va más allá que solo saber la información; tienes que saber y demostrarlo. Aprender el contenido académico por sí solo no te dará las calificaciones que quieres salvo que realmente uses ese conocimiento para hacer cosas tales como terminar la tarea y participar en los debates de clase. Esta sección te enseñará las destrezas que necesitas para apropiarte de tu aprendizaje.

Mantente organizado

- ◆ Ten tus útiles escolares (hojas, lápices, bolígrafos, etc.) a mano en todo momento para estar siempre preparado.
- ◆ Busca un sistema organizativo que te funcione bien. Te convendrá separar el trabajo por materias y saber dónde están todas tus cosas en todo momento. Por ejemplo, podrías usar carpetas pequeñas para cada clase o diferentes secciones de una carpeta acordeón.
- ◆ Limpia tu mochila con frecuencia. No te olvides de poner todo en el lugar diseñado para ese propósito, según el sistema organizativo que elijas.
- ◆ Usa una agenda para llevar un registro de las próximas asignaciones y pruebas.
- ◆ Usa la tecnología para hacerte responsable mediante recordatorios en tus aparatos tecnológicos y usa calendarios digitales para tareas importantes.

College & Career Success Skills

Some of you may be thinking, “It’s way too early to think about my college or career goals.” Others might have been planning their futures for years. Whether you’ve considered it before or not, the present is a great time to think about how your decisions now can affect your life in the long run.

It’s a good idea to think about your goals for the future while also allowing for flexibility in that plan. Think back to four years ago. Do you feel like you’ve changed since then? Would you be confident in asking your elementary self to make decisions about your freshman year in high school? More than likely, the answer is a big “no.” In a similar way, you don’t want to limit your options after high school. That’s why you want to do your best in school to set yourself up to have the widest range of options once you graduate. This section covers the skills you should work on in high school to best prepare you for college and career success.

Identify Your Strengths

- ◆ Reflect on what your strengths are. This can include your interests, passions, talents, and any other positive qualities that make you, you.
- ◆ Consider how your strengths might translate to your future college and/or career experiences. For example, if you enjoy helping and working with children, you might consider a future as a teacher. You can also take different career quizzes to help guide you in this process.

Destrezas para el éxito universitario y profesional

DESTREZAS
PARA EL
ÉXITO EN EL
BACHILLERATO

Algunos de ustedes quizás piensen: “Es muy pronto para pensar en objetivos universitarios o profesionales”. Otros tal vez han estado planificando su futuro durante años. Independientemente de que hayas considerado, o no, tu futuro, el presente es un momento ideal para pensar en cómo tus decisiones de la actualidad pueden repercutir en tu vida a largo plazo.

Es una buena idea pensar en tus objetivos a futuro aunque también deberías tener cierta flexibilidad en ese plan. Retrocede cuatro años. ¿Sientes que has cambiado en este tiempo? ¿Podrías confiar en ti mismo —versión de la escuela primaria— para que tome decisiones sobre tu primer año en el bachillerato? Lo más probable es que la respuesta sea un gran “no”. De la misma manera, no te conviene limitar tus opciones después del bachillerato. Por eso, es mejor que te esfuerces al máximo en la escuela a fin de llegar a tal posición que te permita tener el mayor rango de opciones cuando te gradúes. Esta sección abarca las destrezas que deberías practicar en el bachillerato a fin de estar mejor preparado para el éxito profesional y universitario.

Identifica tus fortalezas

- ◆ Reflexiona sobre cuáles son tus fortalezas. Esto puede abarcar tus intereses, pasiones, talentos y cualquier otra cualidad positiva que hagan que tú seas tú.
- ◆ Considera de qué manera tus fortalezas se pueden implementar en tus experiencias universitarias y/o profesionales en el futuro. Por ejemplo, si te gusta ayudar y trabajar con niños, podrías considerar ser maestro en un futuro. También puedes completar distintos cuestionarios que te servirán de guía en este proceso.

Writing Questions

Directions: Readers ask questions before, during, and after reading. After reading the title, write a question you have about the article. Write another question while you are reading the text. Then, write one final question after you finish reading.

Instrucciones: Los lectores hacen preguntas antes, durante y después de la lectura. Después de leer el título, escribe una pregunta que tengas sobre el artículo. Escribe otra pregunta mientras lees el texto. Luego, escribe una pregunta final cuando hayas terminado de leer.

From Boredom to Bird Watching

It was a class trip, and I had to go. Otherwise, you'd never catch me hiking through the woods swatting mosquitoes and belting black flies while attempting to "record nature" in my journal.

Three days in the wilderness without electricity! Cell phones weren't allowed. Shampoo was unnecessary. The bathhouse had only three toilets and a sink large enough for Smokey Bear. The boys' and girls' camps were separated by the dining hall and miles of snake-infested terrain.

On the first day, we had mandatory activities: orienteering, fire building, plant identification, first aid, and shelter-building. Camping in my backyard is the closest I'll ever get to camping again. No need to know how to construct a branch and twig shelter. On the second day, we could pick our own activities—mountain biking, drawing in nature, and bird watching. I chose bird watching. I figured it would include a nice hike and a nicer place to rest. Boy, was I wrong!

A five-mile hike left me with barely a squeeze of hydrocortisone cream. Ducking the underbrush had my hair follicles crying for soap. The climb burned my thighs, and my hamstrings ached. But when we reached the top, I forgot about my itching and hamburger craving. We were on a cliff of white quartz, streaked with silver. We looked down on tall pine trees. The clouds were touchable, and I had never been so close to the sun or seen the blue of a sky like that.

I thought a bird was a bird, but again I was wrong. We saw cedar waxwings and ovenbirds. We saw turkey vultures, blue birds, warblers, and woodpeckers. I had seen chickadees and goldfinches at my bird feeder. But these birds, along with the sparrows and cardinals, never looked more beautiful.

My journal was full of sketches, information, and...poems. Me! I've never been inspired to write a poem, let alone share it with others! Our descent was too quick. We talked about the differences among the birds—from the songs they sang to the way they looked. At the bathhouse, I heard an ovenbird, "Chirp, chirp, chirp!" I tried to find him, but before I knew it, the dinner horn was blaring angrily—I didn't even have time to shampoo!

But the following morning, the horn from the bus was much more disturbing. I hated to admit it, but I wasn't ready to go home!

Writing Questions (cont.)

Directions: Answer the questions about the article, “From Boredom to Bird Watching.”

Instrucciones: Responde las preguntas sobre el artículo “Del aburrimiento al avistamiento de aves”.

1. Which statement gives the most important reason for asking a question before reading?

- A confirms predictions
- B helps you synthesize information
- C sets a purpose for reading
- D helps you making inferences



2. Which word is the best synonym for *terrain*?

- A environment
- B community
- C habitat
- D landscape

3. Which phrase best describes the student’s feelings about his bird-watching experience?

- A from happiness to excitement
- B from exhaustion to amazement
- C from blisters to relaxation
- D from anticipation to disappointment

4. In the text, “the clouds were touchable” is a form of what figure of speech?

- A simile
- B hyperbole
- C metaphor
- D personification

5. *Metacognition* means to think about your thinking. How is questioning text a form of metacognition?

Computing Unit Rates

Directions: Compute the unit rate for each problem.

Instrucciones: *Calcula la tasa unitaria de cada problema.*

To compute a unit rate, divide the numerator by the denominator so that the numerator is a comparison to 1.

On Alice's street, there are 6 dogs and 2 neighbors. How many dogs does each neighbor have?

- ◆ 6 dogs divided by 2 neighbors
- ◆ $6 \div 2 = 3$
- ◆ Unit rate = 3 dogs per 1 neighbor



1. The price is \$6.50 for 10 oranges. What is the cost of one orange?
2. The cost of pencils is \$4.20 for 12 pencils. What is the price per pencil?
3. The cost of toilet paper is \$9.99 for 9 rolls. What is the price per roll of toilet paper?
4. The cost of bottled water is \$6.00 for 24 bottles. What is the price per bottle?
5. The cost of bananas is \$2.40 for 5 pounds. What is the price per pound?



Planning a Picnic

Directions: A group of friends is planning a picnic. Use the clues to find out what each friend is bringing.

Instrucciones: Un grupo de amigos está planificando un picnic. Usa las pistas para saber qué llevará cada amigo.

Clues

- ◆ Mary did not bring meat.
- ◆ One friend brought an item that starts with the same letter as their name.
- ◆ Ariel brought something that would be carried in a bowl.
- ◆ Fred's item was not fresh squeezed.

	Mary	Bryan	Fred	Ariel
lemonade				
hamburgers				
brownies				
potato salad				

