

NAME (NOMBRE) \_\_\_\_\_ DATE (FECHA) \_\_\_\_\_

## LEARNING NUMBER WORDS IN SPANISH

Write the Spanish number word for each question below.

Choices are:

uno-one	siete-seven
dos-two	ocho-eight
tres-three	nueve-nine
cuatro-four	diez-ten
cinco-five	once-eleven
seis-six	doce-twelve



1. *Diez* plus *uno* is \_\_\_\_\_.
2. My hand has \_\_\_\_\_ fingers (*dedos*).
3. A pair of *maracas* is \_\_\_\_\_ *maracas*.
4. There are \_\_\_\_\_ eggs (*huevos*) in a dozen.
5. There are \_\_\_\_\_ strings on a guitar (*guitarra*).
6. We have (*Tenemos*) \_\_\_\_\_ cars in our family.
7. There are \_\_\_\_\_ chairs at my table (*mesa*).
8. *Cuatro* plus (*y*) *cuatro* is \_\_\_\_\_.
9. One foot (*pie*) has \_\_\_\_\_ toes.
10. *Cinco* plus *cinco* is \_\_\_\_\_.
11. There are \_\_\_\_\_ wheels on a car (*carro*).
12. There are \_\_\_\_\_ wheels (*ruedas*) on a tricycle.
13. A cat (*gato*) has \_\_\_\_\_ lives.
14. You have \_\_\_\_\_ nose (*nariz*) on your face.
15. There are \_\_\_\_\_ days in the week (*días en la semana*).

\*Answers for questions 6 and 7 will vary.

# Spanish Lessons For 6th Graders

**RC Schank**

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Status of Foreign Language Study in American Elementary Schools United States. Office of Education,1954  
Resources in Education ,1979    **Status of Foreign Language Study in American Elementary Schools,1954** United States. Office of Education,1955    **The Center Forum** ,1969    The Modern Language Journal ,1959 Includes section Reviews    **Modern Language Forum** ,1930    Course of Study, the Social Studies, Cleveland Junior High Schools, Grade VII. Cleveland (Ohio). Board of Education,1927    Bulletin Adelphi University. Division of Graduate Studies,1893  
**Report of the Commissioner of Education for Porto Rico** Puerto Rico. Department of Education,1926    *Annual Report of the Governor of Porto Rico* Puerto Rico. Governor,1913    Annual Reports of the Secretary of War United States. War Department,1916    *The Next Phase in Heritage Language Studies: Methodological Considerations and Advancements* Fatih Bayram,Maki Kubota,Sergio Miguel Pereira Soares,2024-03-27 Over the past three decades studies investigating heritage speaker HS linguistic competencies have shown time and again that despite being L1 or 2L1 native speakers of their home language s HS outcomes display variation across a wide spectrum of differences as compared to each other other types of bilinguals as well as their monolingual peers Studies have traditionally used mostly behavioral methodologies rooted in adjacent established fields e g L1 acquisition adult L2 acquisition offering in addition to documenting and describing HS performance important insights for linguistic theory and challenges related to home minority language maintenance contact policy and more A birds eye view makes it clear that the methodologies one uses to tap into HSs linguistic knowledge areas if not more are important than the phenomena under investigation especially in light of how their unique experiences with their heritage and other languages are present across a continuum    *Tentative Course of Study for the Teaching of Spanish in Grades 3 to 8 Inclusive* Texas. State Department of Education,1943    **The Modern Languages Forum** ,1930    **Circular** ,1930    For the pupil. pt.1. Grade VII. pt.2. Grade VIII. pt.3. Grade IX Cleveland (Ohio). Board of Education. Bureau of Educational Research,1927    The Publishers' Weekly ,1924    **Teaching Spanish in the Grades** Margit W. MacRae,1957    Annual Report ,1914    **Torch and Colonial Book Circular** ,1888

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