

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

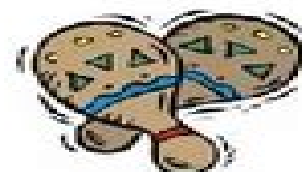
diez-ten

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.

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Cleveland (Ohio). Board of Education



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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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Table of Contents Spanish Lessons For 6th Graders

1. Understanding the eBook Spanish Lessons For 6th Graders
 - The Rise of Digital Reading Spanish Lessons For 6th Graders
 - Advantages of eBooks Over Traditional Books
2. Identifying Spanish Lessons For 6th Graders
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Spanish Lessons For 6th Graders
 - User-Friendly Interface
4. Exploring eBook Recommendations from Spanish Lessons For 6th Graders
 - Personalized Recommendations
 - Spanish Lessons For 6th Graders User Reviews and Ratings
 - Spanish Lessons For 6th Graders and Bestseller Lists
5. Accessing Spanish Lessons For 6th Graders Free and Paid eBooks

- Spanish Lessons For 6th Graders Public Domain eBooks
 - Spanish Lessons For 6th Graders eBook Subscription Services
 - Spanish Lessons For 6th Graders Budget-Friendly Options
6. Navigating Spanish Lessons For 6th Graders eBook Formats
 - ePub, PDF, MOBI, and More
 - Spanish Lessons For 6th Graders Compatibility with Devices
 - Spanish Lessons For 6th Graders Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Spanish Lessons For 6th Graders
 - Highlighting and Note-Taking Spanish Lessons For 6th Graders
 - Interactive Elements Spanish Lessons For 6th Graders
 8. Staying Engaged with Spanish Lessons For 6th Graders
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Spanish Lessons For 6th Graders
 9. Balancing eBooks and Physical Books Spanish Lessons For 6th Graders
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Spanish Lessons For 6th Graders
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Spanish Lessons For 6th Graders
 - Setting Reading Goals Spanish Lessons For 6th Graders
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Spanish Lessons For 6th Graders
 - Fact-Checking eBook Content of Spanish Lessons For 6th Graders
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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