

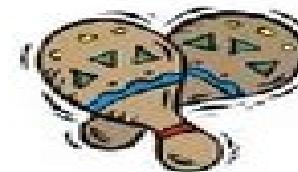
NAME (NOMBRE) _____ DATE (FECHA) _____

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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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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