

Name: _____ Date: _____

Spanish C O L O R S

ROJO

AZUL

AMARILLO

VERDE

NARANJA

MARRON

GRIS

NEGRO

MORADO

BLANCO

ROSA

CREMA

Directions

Color the above ovals with the correct color and then fill in the below blanks with the Spanish colors above.

- | | |
|---------------------|----------------------|
| 1. _____ is orange. | 7. _____ is brown. |
| 2. _____ is red. | 8. _____ is pink. |
| 3. _____ is cream. | 9. _____ is white. |
| 4. _____ is gray. | 10. _____ is green. |
| 5. _____ is purple. | 11. _____ is yellow. |
| 6. _____ is blue. | 12. _____ is black. |

Spanish Lessons For 6th Graders

David Baud



Spanish Lessons For 6th Graders:

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 Bulletin Adelphi University. Division of Graduate Studies, 1893 *Tentative Course of Study for the*
Teaching of Spanish in Grades 3 to 8 Inclusive Texas. State Department of Education, 1943 **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 Resources in Education ,1996 *Educators Guide to Free Internet Resources* Educators
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take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask
that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back
cover or an entirely different summary if you so desire *Best Books for Children, Preschool Through Grade 6* ,2006
Teaching Spanish in the Grades Margit W. MacRae, 1957 *Second Language Instruction/acquisition Abstracts* ,1997
Educators Grade Guide to Free Teaching Aids ,1995 **Landers Film Reviews** ,1965 *Alaska Educational Directory*
,1959 **Second Language Acquisition Studies** Kathleen M. Bailey, Michael H. Long, Sabrina Peck, 1983 Selected papers
of the third Los Angeles Second Language Research Forum *The Modern Languages Forum* ,1930 **Hispania** ,1963
Classroom Processes in a Two-way Immersion Kindergarten Classroom Esther Lilliam Delgado-Larocco, 1998

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