

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

**ML Yell**



## 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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,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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