



Spanish A2 Long-Term Sub Plans, 4 Weeks

Four complete week binders of Spanish level A2 review (Spanish 2), for any grade from middle school to high school. Every instruction is in English, so the sub needs no Spanish. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Four week binders (63, 63, 63, 64 pages): 253 pages
- 47 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 A2 review sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 84 tasks: 2 or 3 sentences the sub reads out
- A challenge at the end of every review set, for fast finishers
- 20 optional Spanish games, each on that day's lesson, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's review set in every period; students work on their own. Every set ends with a challenge for early finishers, and every answer is in the key.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, 20 topics: a review set, a team task and a game each day

- **Week 1, days 1 to 5. Review sets:** Last Weekend, Childhood Memories, Shopping and Clothes, Health and the Body, Travel and Experiences. **Team tasks:** Weekend Jobs, The Class Trip Day, The Mall Receipts, The Youth Page, The Hostel Tour Desk.
- **Week 2, days 6 to 10. Review sets:** Food and Restaurants, Yesterday's Routine, Home and Chores, Sports and Competitions, Family Stories. **Team tasks:** Table for Eight, Who Used the Bathroom?, House Sitter Notes, The Tournament Bracket, The Family Album.
- **Week 3, days 11 to 15. Review sets:** Town and Directions, Weather and Seasons, Friends and Personalities, Phones and Media, Celebrations. **Team tasks:** The Sign Shop, The Lost Diary Pages, Character Casting, The Group Chat Mix-Up, The Party Report Fix.
- **Week 4, days 16 to 20. Review sets:** Jobs and Plans, Nature and Animals, Music and Movies, At the Market, Little Accidents. **Team tasks:** Career Day Schedule, Animal Top Cards, The Film Festival Jury, Three Stalls, One List, What Happened in the Kitchen?

Optional game every day, on that day's lesson: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full review set (its answers stay in the product), a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 253 pages.



Note to the Substitute

Spanish level A2 (Spanish 2), any grade · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its set: **Spanish A2 Review 1** is Monday's set, **Review 2** is Tuesday's, and so on to **Review 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start. Every set ends with a challenge for students who finish early.

Each day's set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Spanish A2 set (one period, with a challenge for early finishers)
- A calm and quiet block: learn 8 Spanish words from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script that reviews that day's lesson

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

You do not need any Spanish

Every instruction is in English. The Spanish on the pages is for the students, and it is all review of level A2: nothing new is taught this week. Every answer, including the Spanish ones, is in the key at the back, so you can read the answers out or let students check their own work. Where an answer can vary, the key gives a model answer and tells you what to accept.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this week work well for your class? A quick review helps other teachers find it. Thank you!



This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of the period: attendance, voice level, then	Meet Your Sub p. 10 · 15 min	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)	Go over yesterday's answers Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	Spanish A2 Review 1 Last Weekend p. 13 · rest of the period	Spanish A2 Review 2 Childhood Memories p. 22 · rest of the period	Spanish A2 Review 3 Shopping and Clothes p. 31 · rest of the period	Spanish A2 Review 4 Health and the Body p. 40 · rest of the period	Spanish A2 Review 5 Travel and Experiences p. 49 · rest of the period
If a class finishes early or gets loud	Learn and Test: Weekend Words p. 16 · 20 min	Learn and Test: Childhood Words p. 25 · 20 min	Learn and Test: Shopping Words p. 34 · 20 min	Learn and Test: Health Words p. 43 · 20 min	Learn and Test: Travel Words p. 52 · 20 min
Block period or extra time	Weekend Jobs p. 18 · 40 min	The Class Trip Day p. 27 · 40 min	The Mall Receipts p. 36 · 40 min	The Youth Page p. 45 · 40 min	The Hostel Tour Desk p. 54 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 20 · 15 min	Paper Password p. 29 · 15 min	Class Feud p. 38 · 15 min	Classroom Millionaire p. 47 · 15 min	Mystery Box p. 56 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end gives early finishers more to do.

How to use this plan

- Page numbers point to the first page of each set. Copy the sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies or cards the pages ask for. Game scripts are for you only; copy game boards and cards as their pages say.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

SPANISH A2 REVIEW SUB PLANS WEEK 1

Spanish A2 Review, 5 Days of Print and Go Work

Teacher _____
Room _____
Grade and classes _____
Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Spanish A2 set, a calm block, a team task and a paper game. Each set is one period, Spanish alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector. Every set reviews level A2 material the class has already covered. Nothing is taught for the first time, so a substitute who does not speak Spanish can run it, and students only practice what they know.



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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work



Important Information

The page the sub reads first. Fill it in once and keep it current.

This week is review, not new material
Every set reviews level A2 material the class has already covered. Nothing is taught for the first time, so a substitute who does not speak Spanish can run it, and students only practice what they know. If a class says a page covers something they have not learned yet, let them skip that part; note it on the "How it went" sheet, and move on. Do not try to teach it.

People to call

Office _____
Teacher next door _____
Nurse _____
Principal / admin _____
Tech help _____

Emergency procedures

Fire: exit and meeting point _____
Lockdown _____
Severe weather _____
Medical _____
Where the first aid kit is _____

Helpful students

Students who need extra support

Where things are

Attendance / how to take it _____
Paper, pencils, supplies _____
Hall passes _____
Copier: if the sub may use it _____

Class routines

Start of class _____
Bathroom _____
Phones _____
End of class _____

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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work

Important Information



Weekly Schedule (Blank)

Your sub orders write the set for each period (Monday: Spanish A2 Review 1, Tuesday: Review 2, and so on) and the class next to each period.
Cross out or reuse periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1					
Class					
Period 2					
Class					
Period 3					
Class					
Period 4					
Class					
Period 5					
Class					
Period 6					
Class					
Period 7					
Class					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes. If a period runs longer, the challenge fits a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day. Spanish A2 Review 1 is Monday's set. Review 2 is Tuesday's, and so on to Review 5 on Friday. The set index lists every set with its minutes and page.

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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work

Weekly schedule, blank



Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

	☐ bus (write the number)	☐ walks	☐ picked up (write who)	☐ after-school program	☐ other
#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work

Class list and dismissal



How It Went

For the substitute. One line per day. Two minutes at the end of each day. Check the boxes and go.

Monday Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes Notes / stars of the day: _____
Tuesday Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes Notes / stars of the day: _____
Wednesday Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes Notes / stars of the day: _____
Thursday Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes Notes / stars of the day: _____
Friday Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes Notes / stars of the day: _____

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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work

How it went



Meet Your Sub

Say I agree. 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

SAY YES TO THE CLASS
I am covering your Spanish class this week, and your teacher left a full plan for every day. First I'll introduce myself and take three questions. Then we read the class agreement and set our voice levels. After that we start today's Spanish set.

Sub script (the same 15 minutes in every class)

- Before first period, fill in the introduction sheet on the next page, once, for the whole day. Keep it short and honest. A class reads a sub in about ten seconds, so give them something real to read.
- Introduce yourself from the sheet in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten! Say when you are done taking questions.
- Read the class agreement out loud and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
- Set the voice level with a number from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the gesture numbers in every class all week.
- Start the set with one sentence: this is today's work, it has a challenge at the end, and the calm block is always allowed when you are finished.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If a period runs ten minutes short

- Run Common Ground in Spanish in groups of four. Six minutes of work, four minutes of reading out.
- Or hand out the calm block (learn 8 Spanish words, then a quiet self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copiers for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.

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Spanish A2 Sub Plans Week 1: Spanish A2 Review, 5 Days of Print and Go Work

Day 1: Opener, sub script



Spanish A2 Review 1: Jobs and Plans

Read the chart, then build one sentence for every row of the plan cards in Part A.

A2 Review • Day 1

This set reviews: ir a, querer and pensar plus infinitive, me gustaría, tener que, jobs, workplaces and plans



SAID THIS TO THE CLASS

"Today we review how to talk about plans and jobs with ir a, pensar, querer and tener que. Work alone and quietly for the whole class: read the chart on page 1 first, then do the parts in order and try the challenge at the end."

Talking about plans: verb + infinitive

Person	ir a	pensar	querer
yo	voy a	pienso	quiero
tú	vas a	piensas	quieres
él, ella, usted	va a	piensa	quiere
nosotros, nosotros	vamos a	pensamos	queremos
vosotros, vosotras (Spain)	vais a	pensáis	queréis
ellos, ellas, ustedes	van a	piensan	quieren

ir a + infinitive = going to: Voy a estudiar en Valdivia. **pensar + infinitive** = to plan to: Pienso buscar un trabajo. **querer + infinitive** = to want to: Quiero ser enfermera.

Me gustaría + infinitive = I would like to. Use it only for yourself: Me gustaría estudiar música. For other people, use quiere or piensa.

tener que + infinitive = to have to: Tengo que llegar a las ocho. **Jobs** often have two forms: el veterinario, la veterinaria; some have one: el estudiante, la estudiante.

Word bank: plans

ir a to be going to
pensar (e to ie) to plan to, to think
querer (e to ie) to want
ser to be
estudiar to study
trabajar to work
visitar to visit

aprender a to learn (how) to
cocinar to cook
abrir to open
hacer to do, to make
el guía de turismo tour guide
la academia private school (for languages)

el inglés English
la panadería bakery
la abuela grandmother
la escuela school
el restaurante restaurant
el curso course, class
la computación computer science

la biblioteca library
el voluntario volunteer
el parque nacional national park
el año year
enero January
febrero February
el verano summer

el futuro future
el año que viene next year
después de after
terminar to finish

Part A. The plan builder

Each row is one plan. The symbol tells you the verb: ▲ = ir a (going to), ● = pensar (plans to), ■ = querer (wants to). Write one full sentence per row: who, the verb, the plan, the place and when.

Jaime

PLAN	PLACE	WHEN
▲ estudiar inglés	en una academia	el año que viene
■ ser guía de turismo	en Piura	en el futuro

Karina

PLAN	PLACE	WHEN
● trabajar	en una panadería	en enero
▲ visitar a su abuela	en Valdivia	en febrero

Julián

PLAN	PLACE	WHEN
■ aprender a cocinar	en una escuela de cocina	después de terminar la escuela
● abrir un restaurante	en Iquitos	en el futuro

Lázaro y Miriam

PLAN	PLACE	WHEN
▲ hacer un curso de computación	en la biblioteca	este verano
● trabajar como voluntarios	en un parque nacional	el año que viene



Spanish A2 Review 1: Career Day

Read the interview and answer in Spanish, then check the job ad in Part D.

A2 Review • Day 1

El día de las profesiones en Piura

Mara: Buenos días. ¿Cuál es su profesión?

Lola: Soy veterinaria. Trabajo en una clínica de animales en Piura.

Mara: ¿Qué tiene que hacer todos los días?

Lola: Tengo que examinar a los animales y hablar con sus dueños.

Mara: ¿Es un trabajo difícil?

Lola: A veces, sí. También tengo que trabajar los sábados.

Mara: ¿Y cuáles son sus planes?

Lola: El año que viene voy a abrir una clínica nueva cerca del mar. Pienso contratar a dos veterinarios jóvenes.

Mara: Yo también quiero trabajar con animales. Me gustaría ser veterinaria.

Lola: ¡Qué bien! Primero tienes que estudiar mucha biología.

Word bank: career day

ir a to be going to
pensar (e to ie) to plan
to, to think
querer (e to ie) to want
tener que to have to
me gustaría I would like (to)
ser to be
estudiar to study
trabajar to work
visitar to visit
abrir to open
hacer to do, to make

hablar to speak, to talk
examinar to examine, to check
contratar to hire
buscar to look for
estar to be (place, state)
poder (o to ue) can, to be able to
jugar (u to ue) to play
cuidar to take care of
buenos días good morning

el trabajo job, work
la academia private school (for languages)
el inglés English
el veterinario veterinarian, vet
la clínica clinic
el animal animal
el dueño owner
el mar sea
la biología biology
la profesión job, profession

la heladería ice cream shop
el ayudante helper, assistant
el turista tourist
la ciudad city
la mañana morning
la tarde afternoon
el año year
el hermano brother
la madre mother
la casa house, home
el torneo tournament

el fútbol soccer
el fin de semana weekend
el sábado Saturday
el domingo Sunday
enero January
febrero February
al día a day, per day
el plan plan
el año que viene next year
cerca de near
nuevo new

joven young
difícil difficult, hard
a veces sometimes
mucho a lot, much
primero first
otro other, another
bien well, good
libre free
un poco de a little (of)
bastante quite, fairly
todos all, every
los Estados Unidos the United States

Part C. Answer in Spanish

Use the interview. A short answer is fine.

- ¿Dónde trabaja Lola?
- ¿Qué otro día tiene que trabajar Lola?
- ¿Qué va a abrir Lola el año que viene?
- ¿Qué quiere ser Mara?
- ¿Qué tiene que estudiar Mara?

Part D. Who fits the job?

Read the ad and the three students. Write sí or no in every box, then write the name of the student who fits all four requirements.

Heladería del Río, Valdivia. Buscamos un ayudante para enero y febrero. 1. Tienes que tener dieciséis años o más. 2. Tienes que trabajar los sábados y los domingos. 3. Tienes que hablar un poco de inglés: muchos turistas visitan la ciudad. 4. Tienes que estar libre por las mañanas.

Jacinto: Tengo diecisiete años. Hablo inglés bastante bien. Por las mañanas estoy libre. Pero los fines de semana voy a jugar en un torneo de fútbol.

Juana: Tengo quince años. Mi madre es de los Estados Unidos y en casa hablamos inglés. Puedo trabajar todos los días, también los sábados y los domingos. Por las mañanas estoy libre.

Moisés: Tengo dieciséis años. Estudio inglés en una academia y hablo un poco. Los sábados y los domingos estoy libre, y por las mañanas también. Por las tardes tengo que cuidar a mi hermano.

	Requirement 1	Requirement 2	Requirement 3	Requirement 4
Jacinto				
Juana				
Moisés				

The student who fits all four:



Spanish A2 Review 1: Jobs and What They Need

Write the other form of each job, complete the sentences with tener que, then try the challenge.

A2 Review • Day 1

Word bank: jobs

ir a to be going to
pensar (e to ie) to plan to, to think
querer (e to ie) to want
tener que to have to
ser to be
estudiar to study
trabajar to work
cocinar to cook

hablar to speak, to talk
llegar to arrive
llevar to wear, to carry
lavarse to wash (yourself)
gustar (le gusta) to like (he or she likes)
el trabajo job, work
el inglés English
el restaurante restaurant

el año year
la clase class
el verano summer
el cocinero cook, chef
la arquitecta architect (a woman)
el pintor painter
la dentista dentist (a woman)
el mesero waiter

el camarero waiter (Spain)
la cantante singer (a woman)
la doctora doctor (a woman)
el ingeniero engineer
la mano hand
el uniforme uniform
el cliente customer, client
la tía aunt

la noche night
el viernes Friday
al día a day, per day
el año que viene next year
a veces sometimes
mucho a lot, much

Part E. One job, two forms

Write the job for the other gender, with el or la. Careful: some jobs keep the same word.

1. el cocinero _____
2. la arquitecta _____
3. el pintor _____
4. la dentista _____
5. el mesero _____
6. la cantante _____
7. la doctora _____
8. el ingeniero _____

Part F. What do they have to do? Use tener que

Write the right form of tener and que on the line.

1. Los cocineros _____ lavarse las manos muchas veces al día.
2. Yo _____ llegar al trabajo a las siete.
3. Tú _____ llevar uniforme en el restaurante.
4. Mi tía, la doctora, _____ trabajar de noche los viernes.
5. Nosotros _____ estudiar mucho para ser ingenieros.
6. Ustedes _____ hablar con los clientes.

Challenge

Read Manuel's card. Write three sentences about his plans for next year. Use three different structures from page 1: ir a, pensar, querer or tener que.

Manuel: dieciséis años, Valdivia. Le gusta cocinar. El año que viene: un trabajo de verano, clases de inglés.

1.
2.
3.



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Spanish directions words, then test yourself on page 2.

Calm · Day 1



"This calm block is quiet work on your own for about twenty minutes, and you check your own answers at the end. Learn the eight Spanish words for getting around town on page 1, then turn it over and match each word to its meaning."

How to learn them

- 1 Read the Spanish word and its meaning.
- 2 Read the example sentence.
- 3 Cover the word. Say it in Spanish from the meaning.
- 4 Write it once on the line.

Know all eight, with their accent marks? Turn this page face down and take the test on page 2.

WORD	MEANING AND EXAMPLE	WRITE IT
1 alcaldía FEMININE NOUN	the building where the mayor and the city offices are <i>Para pedir un permiso, vaya a la alcaldía por la mañana.</i>	_____
2 cruzar VERB	to go from one side of a street to the other side <i>Crucen la calle con cuidado, por favor.</i>	_____
3 girar VERB	to change direction, to the left or to the right <i>En el semáforo, gire a la izquierda.</i>	_____
4 acera FEMININE NOUN	the path for people on foot along the side of a street <i>Camine por la acera, no por la calle.</i>	_____
5 glorieta FEMININE NOUN	a round place where several roads meet and cars drive around <i>En la glorieta, tome la segunda calle.</i>	_____
6 panadería FEMININE NOUN	a store that bakes and sells bread and sweet rolls <i>Compré pan dulce en la panadería para el desayuno.</i>	_____
7 biblioteca FEMININE NOUN	a quiet building where you can borrow books for free <i>Vamos a la biblioteca para estudiar.</i>	_____
8 letrero MASCULINE NOUN	a board with words on it that gives a name or information <i>Sigan derecho hasta el letrero azul.</i>	_____

Check your test here (only after the test) Turn the page upside down to read.

1 girar 2 biblioteca 3 letrero 4 cruzar 5 glorieta 6 acera 7 panadería 8 alcaldía



Team Task, Day 2: Dating the Pages

Write the place and the month of every page. Then pick one of the four free boxes and write the missing page in Spanish.

Team • Day 2

PAGE	THE WEATHER WORDS WE FOUND	PLACE	MONTH
A			
B			
C			
D			
E			
F			
G			
H			

Time plan (40 minutes)

1. Read the log and the matching rule together: 4 minutes
2. Each student decodes two pages alone: 10 minutes
3. Match all eight pages as a group: 12 minutes
4. Write the missing page: 10 minutes
5. Read the missing page aloud: 4 minutes

Our missing page must

- fit one of the four free boxes: the same temperature and exactly its kinds of weather
- use the imperfect for the weather
- have three sentences, and one tells something that happened (a preterite verb)

The missing page

PLACE AND MONTH

Model start: Ese día hacía...

.....

.....

.....

Word bank: the missing page

hacer to make, to do; (weather) to be el día day



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

IR A	PLAN VERBS	TENER QUE	JOBS	JOB WORDS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

.....

.....

.....

Team 2

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.....

.....

Team 3

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.....

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Team 4

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.....

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Team 5

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.....

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Team 6

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.....

.....

Final Wager: Summer Job

Write your wager before you hear the question. A team may bet any amount up to the points it already has. Right answer: add the wager. Wrong answer: subtract it.

Team 1

WAGER

ANSWER

Team 2

WAGER

ANSWER

Team 3

WAGER

ANSWER

Team 4

WAGER

ANSWER

Team 5

WAGER

ANSWER

Team 6

WAGER

ANSWER



Game, Day 2: Password Cards

One copy per pair. Cut on the dashed lines. Clue giver only: hold the card so your partner cannot see it.

Game • Day 2

Round 1

Clue giver: Partner A

INVIERNO

5 4 3 2 1

CALUROSO

5 4 3 2 1

GRANIZO (calm)

5 4 3 2 1

PARAGUAS

5 4 3 2 1

RELÁMPAGO (calm)

5 4 3 2 1

Round 1 total: _____

Circle the points as soon as your partner gets it. One-word clues only, never the word itself or a part of it.

Round 2

Clue giver: Partner B

TRUENO (calm)

5 4 3 2 1

CHARCO (calm)

5 4 3 2 1

SIERRA

5 4 3 2 1

VIENTO

5 4 3 2 1

DICIEMBRE

5 4 3 2 1

Round 2 total: _____

Circle the points as soon as your partner gets it. One-word clues only, never the word itself or a part of it.

Round 3

Clue giver: Partner A

SEQUÍA (calm)

5 4 3 2 1

MOJADO (calm)

5 4 3 2 1

NEVABA

5 4 3 2 1

LLOVÍA

5 4 3 2 1

TORMENTA (team)

5 4 3 2 1

Round 3 total: _____

Circle the points as soon as your partner gets it. One-word clues only, never the word itself or a part of it.

Round 4

Clue giver: Partner B

ABRIGO

5 4 3 2 1

REGISTRO (team)

5 4 3 2 1

CEVICHE (team)

5 4 3 2 1

NIEBLA (calm)

5 4 3 2 1

DIARIO

5 4 3 2 1

Round 4 total: _____

Circle the points as soon as your partner gets it. One-word clues only, never the word itself or a part of it.

Our score

NAMES _____

AND _____

ROUND 1 _____ ROUND 2 _____ ROUND 3 _____ ROUND 4 _____ TOTAL _____



Game, Day 4: The Ladder

Tape this to the whiteboard. Mark the rung the class is on, and cross off each lifeline when it is used.

Game • Day 4

12 **\$1 MILLION**

11 **\$500,000**

10 **\$100,000**

9 **\$50,000**

8 **\$25,000**

SAFE

7 **\$10,000**

6 **\$5,000**

5 **\$2,500**

4 **\$1,000**

SAFE

3 **\$500**

2 **\$250**

1 **\$100**

Lifelines

**Ask
the
Class**

Everyone shows 1 to 4 fingers at once. The hot seat decides.

**50
50**

Two wrong options are crossed off.

**Phone
a
Friend**

One classmate, 30 seconds, out loud.

Hot seat

- | | |
|----------|----------|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |
| 11 | 12 |

The rules

Right answer: climb one rung. Wrong answer: the game ends and the class keeps the last safe rung it passed (\$1,000 or \$25,000). Walk away before a question to keep what you already have.

CLASS FINISHED WITH



Spanish A2 Review 2: Weather and Seasons

Read the card, then read the chart and answer the questions in Part A.

A2 Review · Day 2

This set reviews: the imperfect for weather and background, hacer weather expressions, the preterite for events, weather and seasons



SAY THIS TO THE CLASS

"Today we review how to talk about the weather in the past, with a set about a winter trip to Argentina in July. Work alone and quietly: read the card on page 1, do the parts in order, and try the challenge if you finish early."

Weather: now and in the past

Now (present)	In the past (imperfect, the background)	Meaning
hace frío, hace calor, hace sol	hacía frío, hacía calor, hacía sol	it is (was) cold, hot, sunny
llueve	llovía	it rains (it was raining)
nieva	nevaba	it snows (it was snowing)
está nublado	estaba nublado	it is (was) cloudy
hay niebla	había niebla	there is (was) fog

Background or event? The imperfect paints the scene; the preterite tells what happened in it: Llovía cuando salimos. (It was raining when we went out.)

South of the equator the seasons are the other way around: in Argentina diciembre, enero y febrero are summer and junio, julio y agosto are winter.

Word bank: weather and seasons

hacer to make, to do;
(weather) to be
llover (o to ue) to rain
estar to be (state, place)
ser to be

visitar to visit
el tiempo weather; time
la lluvia rain
el clima climate
el verano summer

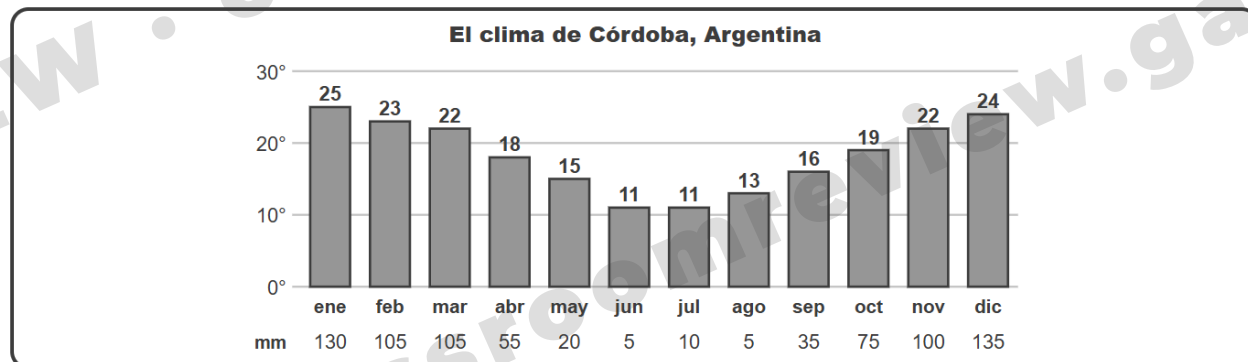
el invierno winter
el mes month
enero January
julio July
diciembre December

el primo cousin
mucho a lot, much, a lot of
poco little, not much
caluroso hot (weather)
normalmente usually

allí there

Part A. Read the climate chart

The bars show the average temperature in Córdoba, Argentina, in degrees Celsius (about). The numbers under the months show the rain in millimeters (about). Answer in Spanish.



1. Normalmente, ¿qué tiempo hace en Córdoba en enero?
2. ¿Cuál es el mes más caluroso? ¿Y el mes con más lluvia?
3. Normalmente, ¿llueve mucho en Córdoba en invierno?
4. Iris está en Córdoba en julio. ¿Qué tiempo hace?
5. Su primo Fidel visitó Córdoba en diciembre. ¿Llovía mucho o poco?
6. Cuando Fidel estaba en Córdoba, ¿era invierno o verano allí?

In the full product

Four weeks of Spanish A2 review, planned and ready to print.

253 pages in color and ink-saver
B&W, US Letter and A4

20 days, each with a review set, a
calm block, a team task and an
optional game

84 "say this" scripts: one for every
task, read out by the sub

40 + 20 solo blocks
(review sets and
calm blocks) +
team tasks for
groups of four

Use it your way

- A longer absence: four full weeks of Spanish 2 review, ready before you need them.
- Spanish 2, any grade: the sets review nearly all of the A2 grammar list across the four weeks, for middle school or high school; every review set ends with a challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task, every instruction in English and every answer in the key, so the sub needs no Spanish.

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.



Classroom
REVIEW GAMES