Spanish A1 Maternity Leave Sub Plans, 6 Weeks

Six complete week binders for Spanish level A1 (Spanish 1), any grade: thirty days of print and go review, a strong start for the first weeks of a maternity leave, planned Monday to Friday, six times.

PREVIEW

What is included

- Six week binders: Week 1 (63 pages), Week 2 (64), Week 3 (65), Week 4 (64), Week 5 (64) and Week 6 (64): 384 pages, all different
- Six sub binder front sections: notes, the filled-in week plan, a blank schedule, class list, Monday opener (66 pages)
- Thirty A1 review sets, one per day, ending with a big final review game (90 pages)
- Thirty calm vocab blocks: learn 8 Spanish words, then a quiet self-test (60 pages)
- Thirty Spanish team tasks (59 pages)
- Thirty optional Spanish games (60 pages)
- Answer keys for all six weeks (43 pages)

How it works

1. Leave one binder per week: Week 1 for days 1 to 5, Week 2 for days 6 to 10, and so on to Week 6 for days 26 to 30. Each has its own filled-in plan with page numbers.
2. Each day: one A1 review set for every Spanish class, a calm vocab block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no Spanish. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: all six weeks at a glance, the filled-in plan of each week, the note to the substitute, the Monday opener, the Monday review set of each week, four more Week 5 and 6 sets (venir and salir, del, food from different countries, the big final review), a calm vocab block (learn and test), two team tasks, all five optional games (Quiz Game script and board, Password cards, Feud board, Millionaire ladder, Mystery Box boxes), an answer-key page and one ink-saver page. Every product page is watermarked. The full product has 384 pages.





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YOUR SIX WEEKS AT A GLANCE (1 OF 3)

Thirty days of level A1 review, six complete binders. Page numbers are the page in that week's binder. Nothing is taught for the first time, and no topic repeats between the weeks.

WEEK 1 · MONDAY (DAY 1): GREETINGS, NUMBERS AND TIME

Review set, p. 13, reviews: ser and llamarse for introductions, question words, tú and usted, greetings, numbers 0 to 100 and clock times.
Calm vocab, p. 16 · **Team task, p. 18:** First Bus to Last Bus · **Optional game, p. 19:** Whiteboard Quiz Game

WEEK 1 · TUESDAY (DAY 2): CALENDAR, WEATHER AND FREE TIME

Review set, p. 21, reviews: gustar and encantar with me, te, le, nos and les, weather with hace, está and hay, dates, days, months, seasons and free time.
Calm vocab, p. 24 · **Team task, p. 26:** The Free Saturday · **Optional game, p. 28:** Paper Password

WEEK 1 · WEDNESDAY (DAY 3): FAMILY AND DESCRIPTIONS

Review set, p. 30, reviews: ser and estar, adjective agreement, possessives, tener for age, family and describing words.
Calm vocab, p. 33 · **Team task, p. 35:** The Paper Tower · **Optional game, p. 37:** Class Feud

WEEK 1 · THURSDAY (DAY 4): SCHOOL AND DAILY ROUTINE

Review set, p. 39, reviews: present tense of regular -ar, -er and -ir verbs, reflexive verbs, frequency words, school subjects and the daily routine.
Calm vocab, p. 42 · **Team task, p. 44:** The School Paper Front Page · **Optional game, p. 46:** Classroom Millionaire

WEEK 1 · FRIDAY (DAY 5): FOOD AND ORDERING

Review set, p. 48, reviews: querer, preferir and pedir, gustar with food, quisiera, food and drinks, menu prices and ordering.
Calm vocab, p. 51 · **Team task, p. 53:** Cooking Day or Board Games · **Optional game, p. 55:** Mystery Box

WEEK 2 · MONDAY (DAY 6): HOME AND ROOMS

Review set, p. 13, reviews: hay, estar for location, place words, adjective agreement and colors, rooms, furniture and things at home.
Calm vocab, p. 16 · **Team task, p. 18:** Our Dream Room · **Optional game, p. 20:** Whiteboard Quiz Game

WEEK 2 · TUESDAY (DAY 7): TOWN, PLACES AND DIRECTIONS

Review set, p. 22, reviews: ir with al and a la, estar for location, hay and está, right, left and across from, places in town and transport.
Calm vocab, p. 25 · **Team task, p. 27:** Around Town · **Optional game, p. 29:** Paper Password

WEEK 2 · WEDNESDAY (DAY 8): CLOTHES, COLORS AND SHOPPING

Review set, p. 31, reviews: este, esta, estos and estas, color agreement, querer, preferir and costar, numbers to 1,000, clothes, sizes and prices.
Calm vocab, p. 34 · **Team task, p. 36:** The Class Clothing Store · **Optional game, p. 38:** Class Feud

WEEK 2 · THURSDAY (DAY 9): SPORTS, HOBBIES AND WEEKEND PLANS

Review set, p. 40, reviews: jugar with al and a la, ir a, tener que, querer and poder with an infinitive, frequency words, sports, hobbies and weekend plans.
Calm vocab, p. 43 · **Team task, p. 45:** The Weekend Plan · **Optional game, p. 47:** Classroom Millionaire

WEEK 2 · FRIDAY (DAY 10): BODY, HEALTH AND FEELINGS

Review set, p. 49, reviews: me duele and me duelen, tener frío, calor, hambre, sed, sueño and miedo, estar with feelings, the body and health.
Calm vocab, p. 52 · **Team task, p. 54:** The Nurse's Office · **Optional game, p. 56:** Mystery Box

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YOUR SIX WEEKS AT A GLANCE (2 OF 3)

Weeks 3 and 4: the same daily routine, with all new topics, sets, team tasks, game questions and vocabulary.

WEEK 3 · MONDAY (DAY 11): ANIMALS AND PETS

Review set, p. 13, reviews: ser and tener to describe animals, adjective agreement and colors, gustar and encantar, pets, farm, zoo and wild animals.
Calm vocab, p. 16 · **Team task, p. 18:** Mystery Animals · **Optional game, p. 20:** Whiteboard Quiz Game

WEEK 3 · TUESDAY (DAY 12): NATURE AND THE OUTDOORS

Review set, p. 22, reviews: weather with hace, está, hay, llueve and nieva, hay and estar with place words, ir a for outdoor plans, nature words.
Calm vocab, p. 25 · **Team task, p. 27:** The Outdoor Week · **Optional game, p. 29:** Paper Password

WEEK 3 · WEDNESDAY (DAY 13): TRAVEL AND VACATION

Review set, p. 31, reviews: ir with en for transport, ir a, querer and preferir, dates, clock times and prices, travel and vacation words.
Calm vocab, p. 34 · **Team task, p. 36:** The Hotel Front Desk · **Optional game, p. 38:** Class Feud

WEEK 3 · THURSDAY (DAY 14): HOLIDAYS AND CELEBRATIONS

Review set, p. 40, reviews: dates and months, gustar and encantar, present tense regular verbs, tener for age, birthdays, holidays and parties.
Calm vocab, p. 43 · **Team task, p. 45:** The Fiesta Calendar · **Optional game, p. 47:** Classroom Millionaire

WEEK 3 · FRIDAY (DAY 15): JOBS AND THE COMMUNITY

Review set, p. 49, reviews: ser with a profession and its gender, trabajar en, ¿dónde trabaja?, tener que, the present tense, jobs and workplaces.
Calm vocab, p. 52 · **Team task, p. 54:** The Helper Hotline · **Optional game, p. 56:** Mystery Box

WEEK 4 · MONDAY (DAY 16): COUNTRIES AND CITIES

Review set, p. 13, reviews: ser de, nationalities with agreement, estar en for location, hay, weather by place, Spanish-speaking countries and capitals.
Calm vocab, p. 16 · **Team task, p. 18:** The Pen Pal Match · **Optional game, p. 20:** Whiteboard Quiz Game

WEEK 4 · TUESDAY (DAY 17): CHORES AND HELPING AT HOME

Review set, p. 22, reviews: tener que with an infinitive, poder, frequency words, present tense regular verbs, household chores and house rules.
Calm vocab, p. 25 · **Team task, p. 27:** The Chore Puzzle · **Optional game, p. 29:** Paper Password

WEEK 4 · WEDNESDAY (DAY 18): MUSIC, MOVIES AND OPINIONS

Review set, p. 31, reviews: gustar and encantar with nouns and infinitives, opinion adjectives, preferir, porque, music, instruments and movies.
Calm vocab, p. 34 · **Team task, p. 36:** Our New Band · **Optional game, p. 38:** Class Feud

WEEK 4 · THURSDAY (DAY 19): PHONES, TECHNOLOGY AND FREE TIME

Review set, p. 40, reviews: present tense, frequency words, querer and poder with an infinitive, time expressions, phones, computers and free time.
Calm vocab, p. 43 · **Team task, p. 45:** Whose Phone Is It? · **Optional game, p. 47:** Classroom Millionaire

WEEK 4 · FRIDAY (DAY 20): FRIENDS AND A BIG REVIEW

Review set, p. 49, reviews: ser and estar to describe friends, ir a with an infinitive, a mixed review of A1 grammar, friends and plans.
Calm vocab, p. 52 · **Team task, p. 54:** The Friend File Relay · **Optional game, p. 56:** Mystery Box

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YOUR SIX WEEKS AT A GLANCE (3 OF 3)

Weeks 5 and 6: all new again, and Week 6 ends with a big final review of all the A1 grammar.

WEEK 5 · MONDAY (DAY 21): THE SUPERMARKET AND COOKING

Review set, p. 13, reviews: querer, necesitar and tener que, numbers to 1,000 and prices, quantities, nosotros for recipe steps, supermarket foods.
Calm vocab, p. 16 · **Team task, p. 18:** The Recipe on the Wall · **Optional game, p. 20:** Whiteboard Quiz Game

WEEK 5 · TUESDAY (DAY 22): SCHOOL CLUBS AND ACTIVITIES

Review set, p. 22, reviews: venir and salir, gustar and encantar + infinitive, poder and querer, days and times, ir a + infinitive, school clubs.
Calm vocab, p. 25 · **Team task, p. 27:** The Club Interviews · **Optional game, p. 29:** Paper Password

WEEK 5 · WEDNESDAY (DAY 23): MY NEIGHBORHOOD AND NEIGHBORS

Review set, p. 31, reviews: hay, estar and place words, del and de la, ser and estar for people, possessives, shops and neighbors on one street.
Calm vocab, p. 34 · **Team task, p. 36:** The New Neighbor's Questions · **Optional game, p. 38:** Class Feud

WEEK 5 · THURSDAY (DAY 24): WEATHER AND SEASONS AROUND THE WORLD

Review set, p. 40, reviews: weather with hace, está, llueve and nieva, months and seasons north and south, temperatures in words, tener que and porque.
Calm vocab, p. 43 · **Team task, p. 45:** The Weather Show Script · **Optional game, p. 47:** Classroom Millionaire

WEEK 5 · FRIDAY (DAY 25): RESTAURANTS AND STREET FOOD

Review set, p. 49, reviews: pedir, querer and preferir, quisiera, gustar with food, prices, describing food with picante, dulce, salado and rico.
Calm vocab, p. 52 · **Team task, p. 54:** Our Food Stand · **Optional game, p. 56:** Mystery Box

WEEK 6 · MONDAY (DAY 26): A DAY IN A SPANISH-SPEAKING CITY

Review set, p. 13, reviews: routine verbs (reflexive, stem changers, dormir), telling time, ir a, frequency words, a day in a city.
Calm vocab, p. 16 · **Team task, p. 18:** Time Dominoes · **Optional game, p. 20:** Whiteboard Quiz Game

WEEK 6 · TUESDAY (DAY 27): ART, COLORS AND MUSEUMS

Review set, p. 22, reviews: adjective agreement and colors, ser to describe, gustar and encantar, este, esta, estos, estas, art and museums.
Calm vocab, p. 25 · **Team task, p. 27:** The Class Art Show · **Optional game, p. 29:** Paper Password

WEEK 6 · WEDNESDAY (DAY 28): THE ENVIRONMENT AND RECYCLING

Review set, p. 31, reviews: tener que with an infinitive, poder, hay, frequency words, ir a with an infinitive, recycling and a green school.
Calm vocab, p. 34 · **Team task, p. 36:** The Green Invention Fair · **Optional game, p. 38:** Class Feud

WEEK 6 · THURSDAY (DAY 29): FOOD FROM DIFFERENT COUNTRIES

Review set, p. 40, reviews: gustar and encantar with food, ser de, nationalities with agreement, preferir, por qué and porque, dishes from many countries.
Calm vocab, p. 43 · **Team task, p. 45:** The Food Passport · **Optional game, p. 47:** Classroom Millionaire

WEEK 6 · FRIDAY (DAY 30): BIG FINAL REVIEW

Review set, p. 49, reviews: a mixed review of all A1 grammar: numbers, time, dates, weather, questions, every verb group, gustar, articles, adjectives and place words.
Calm vocab, p. 52 · **Team task, p. 54:** The Final Escape Room · **Optional game, p. 56:** Mystery Box

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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
First 15 minutes: 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 A1 Review 1** Greetings, Numbers and Time p. 13 · 50 min	**Spanish A1 Review 2** Calendar, Weather and Free Time p. 21 · 50 min	**Spanish A1 Review 3** Family and Descriptions p. 30 · 50 min	**Spanish A1 Review 4** School and Daily Routine p. 39 · 50 min	**Spanish A1 Review 5** Food and Ordering p. 48 · 50 min
If a class finishes early or gets loud	**Learn and Test: Classroom Words** p. 16 · 20 min	**Learn and Test: Weather Words** p. 24 · 20 min	**Learn and Test: Family Words** p. 33 · 20 min	**Learn and Test: Routine Words** p. 42 · 20 min	**Learn and Test: Food Words** p. 51 · 20 min
Block period (90 minutes) only	**First Bus to Last Bus** p. 18 · 40 min	**The Free Saturday** p. 26 · 40 min	**The Paper Tower** p. 35 · 40 min	**The School Paper Front Page** p. 44 · 40 min	**Cooking Day or Board Games** p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 28 · 15 min	**Class Feud** p. 37 · 15 min	**Classroom Millionaire** p. 46 · 15 min	**Mystery Box** p. 55 · 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 stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- 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.

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Rest of the period: the day's set (one copy per student)	**Spanish A1 Review 1** Home and Rooms p. 13 · 50 min	**Spanish A1 Review 2** Town, Places and Directions p. 22 · 50 min	**Spanish A1 Review 3** Clothes, Colors and Shopping p. 31 · 50 min	**Spanish A1 Review 4** Sports, Hobbies and Weekend Plans p. 40 · 50 min	**Spanish A1 Review 5** Body, Health and Feelings p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: Home Words** p. 16 · 20 min	**Learn and Test: Town Words** p. 25 · 20 min	**Learn and Test: Clothes Words** p. 34 · 20 min	**Learn and Test: Sports Words** p. 43 · 20 min	**Learn and Test: Body Words** p. 52 · 20 min
Block period (90 minutes) only	**Our Dream Room** p. 18 · 40 min	**Around Town** p. 27 · 40 min	**The Class Clothing Store** p. 36 · 40 min	**The Weekend Plan** p. 45 · 40 min	**The Nurse's Office** 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

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Rest of the period: the day's set (one copy per student)	**Spanish A1 Review 1** Animals and Pets p. 13 · 50 min	**Spanish A1 Review 2** Nature and the Outdoors p. 22 · 50 min	**Spanish A1 Review 3** Travel and Vacation p. 31 · 50 min	**Spanish A1 Review 4** Holidays and Celebrations p. 40 · 50 min	**Spanish A1 Review 5** Jobs and the Community p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: Animal Words** p. 16 · 20 min	**Learn and Test: Nature Words** p. 25 · 20 min	**Learn and Test: Travel Words** p. 34 · 20 min	**Learn and Test: Party Words** p. 43 · 20 min	**Learn and Test: Job Words** p. 52 · 20 min
Block period (90 minutes) only	**Mystery Animals** p. 18 · 40 min	**The Outdoor Week** p. 27 · 40 min	**The Hotel Front Desk** p. 36 · 40 min	**The Fiesta Calendar** p. 45 · 40 min	**The Helper Hotline** 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

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Rest of the period: the day's set (one copy per student)	**Spanish A1 Review 1** Countries and Cities p. 13 · 50 min	**Spanish A1 Review 2** Chores and Helping at Home p. 22 · 50 min	**Spanish A1 Review 3** Music, Movies and Opinions p. 31 · 50 min	**Spanish A1 Review 4** Phones, Technology and Free Time p. 40 · 50 min	**Spanish A1 Review 5** Friends and a Big Review p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: Geography Words** p. 16 · 20 min	**Learn and Test: Chore Words** p. 25 · 20 min	**Learn and Test: Music and Movie Words** p. 34 · 20 min	**Learn and Test: Technology Words** p. 43 · 20 min	**Learn and Test: Friendship Words** p. 52 · 20 min
Block period (90 minutes) only	**The Pen Pal Match** p. 18 · 40 min	**The Chore Puzzle** p. 27 · 40 min	**Our New Band** p. 36 · 40 min	**Whose Phone Is It?** p. 45 · 40 min	**The Friend File Relay** 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

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Rest of the period: the day's set (one copy per student)	**Spanish A1 Review 1** The Supermarket and Cooking p. 13 · 50 min	**Spanish A1 Review 2** School Clubs and Activities p. 22 · 50 min	**Spanish A1 Review 3** My Neighborhood and Neighbors p. 31 · 50 min	**Spanish A1 Review 4** Weather and Seasons Around the World p. 40 · 50 min	**Spanish A1 Review 5** Restaurants and Street Food p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: Supermarket Words** p. 16 · 20 min	**Learn and Test: Club Words** p. 25 · 20 min	**Learn and Test: Neighborhood Words** p. 34 · 20 min	**Learn and Test: Season Words** p. 43 · 20 min	**Learn and Test: Street Food Words** p. 52 · 20 min
Block period (90 minutes) only	**Recipe Running Dictation** p. 18 · 40 min	**The Club Newsletter** p. 27 · 40 min	**The New Neighbor's Questions** p. 36 · 40 min	**The Weather Show Script** p. 45 · 40 min	**Our Food Stand** 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

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WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: 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 A1 Review 1** A Day in a Spanish-Speaking City p. 13 · 50 min	**Spanish A1 Review 2** Art, Colors and Museums p. 22 · 50 min	**Spanish A1 Review 3** The Environment and Recycling p. 31 · 50 min	**Spanish A1 Review 4** Food from Different Countries p. 40 · 50 min	**Spanish A1 Review 5** Big Final Review p. 49 · 50 min
If a class finishes early or gets loud	**Learn and Test: City Day Words** p. 16 · 20 min	**Learn and Test: Art Words** p. 25 · 20 min	**Learn and Test: Recycling Words** p. 34 · 20 min	**Learn and Test: World Food Words** p. 43 · 20 min	**Learn and Test: Final Review Words** p. 52 · 20 min
Block period (90 minutes) only	**Time Dominoes** p. 18 · 40 min	**The Class Art Show** p. 27 · 40 min	**The Green Invention Fair** p. 36 · 40 min	**The Food Passport** p. 45 · 40 min	**The Final Escape Room** 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 stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- 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.

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Note to the Substitute

Spanish level A1, 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 front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Spanish A1 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. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. 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 A1 set (one period, with a challenge to stretch it)
- A calm and quiet block: learn 8 Spanish words, then a quiet self-test
- A team task for groups of four
- A paper game from the script

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 A1: 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 kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

EVIEW · classroomre



Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (the same five minutes in every class)

1. **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.
2. **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.
3. **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.
4. **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 same numbers in every class all week.
5. **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 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 copies 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 A1 Review 1: Greetings, Numbers and Time

A1 Review · Day 1

Use the word bank for Parts A and B. Every page has its own word bank.

This set reviews: ser and llamarse for introductions, question words, tú and usted, greetings, numbers 0 to 100 and clock times

Word bank: greetings and question words

¡Buenos días! good morning
¡Buenas noches! good evening, good night
Más o menos. So-so. Okay.
¿Cómo te llamas? What is your name? (a friend)
¿Cómo se llama usted? What is your name? (polite)
Mucho gusto. Nice to meet you.
De nada. You are welcome.
¡Hasta mañana! See you tomorrow!
qué what
quién who
dónde where
de dónde from where
cuándo when
cómo how
cuántos how many
cuál which, what
ser to be (who, what, from where)
tener to have
vivir to live
el año year
el amigo friend
simpático nice, friendly
la hora hour, time
el color color
favorito favorite
azul blue
la clase class
el español Spanish (language)
el lunes Monday
la profesora teacher (a woman)
Son las dos. It is 2:00.

Part A. What do you say?

Read each situation. Write the letter of the best thing to say in the box. Use each letter once.

1. ☐ You walk into class at 8:00 in the morning and greet your teacher.
2. ☐ You say good night to your family before bed.
3. ☐ A new student sits next to you. You want to know her name.
4. ☐ You meet the new school principal and want to know his name.
5. ☐ A new classmate tells you her name and you shake hands.
6. ☐ A friend asks how you are. You feel just okay.
7. ☐ School is over. You will see your friend again tomorrow.
8. ☐ A classmate thanks you for a pencil.

A. **Más o menos.**
B. **¿Cómo te llamas?**
C. **De nada.**
D. **¡Buenos días!**
E. **¡Hasta mañana!**
F. **¡Buenas noches!**
G. **Mucho gusto.**
H. **¿Cómo se llama usted?**

Part B. Which question word?

Write the missing question word on the line. The reply on the right shows which one fits. Use each question word once.

1.	¿ _____ es tu amigo Andrés?	Es muy simpático.
2.	¿ _____ eres?	Soy de Chile.
3.	¿ _____ vives?	Vivo en Lima.
4.	¿ _____ años tienes?	Tengo quince años.
5.	¿ _____ es la profesora?	Es Ana Ruiz.
6.	¿ _____ hora es?	Son las dos.
7.	¿ _____ es la clase de español?	Es el lunes.
8.	¿ _____ es tu color favorito?	Es el azul.

Culture note

Spanish has two ways to say you. Use tú with friends, family and people your age. Use usted with adults you do not know well, like a principal or a doctor. In Argentina and Uruguay many people say vos in place of tú.

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Spanish A1 Review 1: Home and Rooms

Study the floor plan of the Ortega family's apartment. Answer in Spanish.

A1 Review · Day 1

This set reviews: hay, estar for location, place words, adjective agreement and colors, rooms, furniture and things at home

El apartamento de la familia Ortega (the floor plan: each box is one room)

el dormitorio de Inés	el baño	el dormitorio de Martín
una cama un escritorio una lámpara un armario una alfombra	una ducha un espejo tres toallas	una cama un escritorio una silla una computadora
la cocina	**el comedor**	**la sala**
un refrigerador una mesa dos sillas	una mesa seis sillas	un sofá un televisor una lámpara dos plantas

Part A. Where is it?

Answer with Está en and the room, like this: Está en el comedor.

1. **¿Dónde está el sofá?** .....
2. **¿Dónde está la ducha?** .....
3. **¿Dónde está el refrigerador?** .....
4. **¿Dónde está el armario?** .....
5. **¿Dónde está la computadora?** .....
6. **¿Dónde está el espejo?** .....

Word bank: the apartment

el apartamento apartment
el dormitorio bedroom
la cocina kitchen
el baño bathroom
la sala living room
el comedor dining room
la cama bed
el escritorio desk
la lámpara lamp
el armario closet
la alfombra rug
la ducha shower
el espejo mirror
la toalla towel
la silla chair
la computadora computer
el refrigerador refrigerator
la mesa table
el sofá sofa, couch
el televisor TV set
la planta plant
hay there is, there are
no hay there is no, there are no
estar to be (where)
la familia family

Part B. True or false?

Check the plan. Write T (true) or F (false) in the box. Then write each false sentence again so it is true.

1. ☐ **Hay una cama en la sala.** .....
2. ☐ **Hay seis sillas en el comedor.** .....
3. ☐ **Hay dos toallas en el baño.** .....
4. ☐ **Hay dos lámparas en el apartamento.** .....
5. ☐ **No hay televisor en la cocina.** .....
6. ☐ **Hay tres camas en el apartamento.** .....
7. ☐ **Hay dos sillas en la cocina.** .....
8. ☐ **No hay escritorio en el dormitorio de Martín.** .....

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Spanish A1 Review 1: Animals and Pets

Read the adoption page of an animal shelter in San José, Costa Rica. Each pet speaks for itself.

A1 Review · Day 1

This set reviews: ser and tener to describe animals, adjective agreement and colors, gustar and encantar, pets, farm, zoo and wild animals

Refugio Patitas: mascotas en adopción

Tomate
Soy un gato anaranjado, pequeño y cariñoso. Tengo dos años. Me gusta dormir.

Nube
Soy una perra blanca, grande y simpática. Tengo cinco años. Me gusta correr.

Lucero
Soy un perro negro, pequeño y juguetón. Tengo un año. Me gusta la pelota.

Bigotes
Soy un conejo gris, pequeño y tímido. Tengo ocho meses. Me gustan las zanahorias.

Perla
Soy una tortuga verde, pequeña y tranquila. Tengo treinta años. Me gusta la lechuga.

Part A. A pet for each family

Read what each person or family wants. Write the name of the one pet that fits. One pet has no new family yet.

1. **Marisol:** Vivo en un apartamento pequeño. Quiero un perro pequeño. _____
2. **Ramón:** Tengo ochenta años. Quiero un animal muy tranquilo. _____
3. **La familia Cordero:** Queremos un animal grande. Nos gusta correr en el parque. _____
4. **Itzel:** No me gustan los perros ni los gatos. Quiero un animal pequeño y tímido. _____

Word bank: pets

el animal animal
la mascota pet
el refugio animal shelter
en adopción up for adoption
la familia family
el apartamento apartment
el gato cat
el perro, la perra dog
el conejo rabbit
la tortuga turtle
el pez fish
el ratón mouse
la gallina hen
la oveja sheep
el burro donkey
el parque park
el color color
el año year
el mes month
la pelota ball
la zanahoria carrot
la lechuga lettuce
blanco white
negro black
rojo red
azul blue
verde green
gris gray
anaranjado orange
marrón brown
grande big
pequeño small
cariñoso loving, cuddly
simpático friendly, nice
juguetón playful
tímido shy
tranquilo calm
ser to be (what it is like)
tener to have
vivir to live
querer (e to ie) to want
gustar to like
dormir (o to ue) to sleep
correr to run

Part B. Answer in Spanish

Use the adoption page. A short sentence is fine. Write numbers in words.

1. **¿Cuántos años tiene Nube?** _____
2. **¿De qué color es Lucero?** _____
3. **¿Qué animal es Perla?** _____
4. **¿Cuántos meses tiene Bigotes?** _____
5. **¿Qué le gusta a Tomate?** _____

Part C. Make it plural

Write each sentence again about more than one animal. Change the article, the noun, the verb and the color.

1. **El ratón es gris.** _____
2. **La gallina es roja.** _____
3. **El pez es azul.** _____
4. **La oveja es blanca.** _____
5. **El burro es marrón.** _____

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Spanish A1 Review 1: Countries and Cities

Read the table about nine Spanish-speaking countries. Answer in Spanish.

A1 Review · Day 1

This set reviews: ser de, nationalities with agreement, estar en for location, hay, weather by place, Spanish-speaking countries and capitals

Países de América del Sur y España (countries of South America and Spain)

el país	la capital	la nacionalidad	la moneda	¿Hay mar?
Argentina	Buenos Aires	argentino	el peso	sí
Chile	Santiago	chileno	el peso	sí
Colombia	Bogotá	colombiano	el peso	sí
Ecuador	Quito	ecuatoriano	el dólar	sí
España	Madrid	español	el euro	sí
Paraguay	Asunción	paraguayo	el guaraní	no
Perú	Lima	peruano	el sol	sí
Uruguay	Montevideo	uruguayo	el peso	sí
Venezuela	Caracas	venezolano	el bolívar	sí

Part A. Where is it?

Find the answer in the table. A short answer is fine, like this: Está en Chile.

1. **¿Dónde está Quito?** _____
2. **¿Dónde está Asunción?** _____
3. **¿Es Santiago la capital de Perú?** _____
4. **¿En qué país no hay mar?** _____
5. **¿Qué países usan el peso?** _____
6. **¿Qué moneda usan en Perú?** _____

Word bank: countries

el país country
la capital capital city
la nacionalidad nationality
la moneda currency, money
el mar sea
el peso peso (money)
el dólar dollar
el euro euro
el guaraní guarani (money)
el sol sol (money); sun
el bolívar bolivar (money)
argentino Argentinian
chileno Chilean
colombiano Colombian
ecuatoriano Ecuadorian
español, española Spanish
paraguayo Paraguayan
peruano Peruvian
uruguayo Uruguayan
venezolano Venezuelan
estar to be (where, how)
usar to use
el chico boy
el amigo, la amiga friend
el primo cousin
el profesor, la profesora teacher
la abuela grandmother
la doctora doctor
el hermano, la hermana brother, sister
América del Sur South America

A nationality is lowercase and matches the person: Él es francés. Ella es francesa. Ellos son franceses. Ellas son francesas. A boy and a girl together take the masculine plural.

Part B. Write the nationality

Use the table. Write the nationality with the ending that matches the person or the group.

1. Mi amiga Fiorella es de Perú. Es _____.
2. Mis primos son de Uruguay. Son _____.
3. Las profesoras son de Venezuela. Son _____.
4. Iñaki y su hermana son de España. Son _____.
5. Mi abuela es de Colombia. Es _____.
6. Los chicos son de Chile. Son _____.
7. La doctora es de Ecuador. Es _____.
8. Las hermanas son de Argentina. Son _____.

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Spanish A1 Review 1: The Supermarket and Cooking

A1 Review · Day 1

Read the flyer from a supermarket in Valencia, Spain. Answer in Spanish.

This set reviews: querer, necesitar and tener que, numbers to 1,000 and prices, quantities, nosotros for recipe steps, supermarket foods

Mercado Azul: ofertas de la semana (this week's specials)

el producto	la oferta	el precio
las fresas	una caja de 500 g	2,40 €
los tomates	un kilo	1,80 €
las naranjas	una bolsa de 2 kilos	2,90 €
el pollo	un kilo	5,20 €
el pavo	250 g	2,20 €
el salmón	300 g	6,00 €
las sardinas	500 g	3,00 €
el yogur	un paquete de 4	1,60 €
la leche	una botella de 1 litro	0,95 €
los huevos	una docena	2,10 €
el queso	250 g	3,25 €

Part A. Read the flyer

Answer in Spanish. A short answer is fine, like this: Cuesta 5,20 €.

1. **¿Cuánto cuesta un kilo de tomates?** _____
2. **¿Cuántos gramos de queso hay en el paquete?** _____
3. **¿Qué cuesta menos de un euro?** _____
4. **¿Cuántos yogures hay en el paquete?** _____
5. **¿Cuántos huevos hay en una docena?** _____
6. **¿Cuántos kilos de naranjas hay en la bolsa?** _____

Word bank: the supermarket

la oferta special offer
la semana week
la sección section
el producto product
el precio price
la fruta fruit
la verdura vegetable
la carnicería meat counter, butcher
la pescadería fish counter
los lácteos dairy
la fresa strawberry
el tomate tomato
la naranja orange
el pollo chicken
el pavo turkey
el salmón salmon
la sardina sardine
el yogur yogurt
la leche milk
el huevo egg
el queso cheese
el kilo kilo
el gramo (g) gram (g)
el litro liter
la caja box; checkout
la bolsa bag
el paquete package
la botella bottle
la docena dozen
el euro euro
costar (o to ue) to cost

Spain writes prices with a comma: 4,30 € is four euros and thirty cents. Say it like this: cuatro euros con treinta. A cent is un céntimo.

Part B. Which section?

Write each product from the flyer in its section of the supermarket.

la fruta y la verdura	la carnicería	la pescadería	los lácteos y los huevos

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Spanish A1 Review 1: A Day in the City

Bastián is 14 and lives in Concepción, a big city in Chile. Read his schedule for a school day.

A1 Review · Day 1

This set reviews: routine verbs (reflexive, stem changers, dormir), telling time, ir a, frequency words, a day in a city

El horario de Bastián (Bastián's schedule)

time	Bastián	time	Bastián
6:30 a.m.	se despierta	4:30 p.m.	va al parque con sus amigos
6:45 a.m.	se ducha y se viste	6:00 p.m.	vuelve a casa
7:10 a.m.	desayuna con su hermana	7:30 p.m.	hace la tarea
7:40 a.m.	toma el autobús a la escuela	8:45 p.m.	cena con su familia
8:00 a.m.	empiezan las clases	10:30 p.m.	se acuesta
1:15 p.m.	almuerza en la cafetería		

Part A. Read the schedule

Answer in Spanish. Write clock times in words, like this: a las siete menos cuarto de la mañana.

1. **¿A qué hora se despierta Bastián?** _____
2. **¿Qué hace Bastián a las siete y diez?** _____
3. **¿A qué hora empiezan las clases?** _____
4. **¿Dónde almuerza Bastián?** _____
5. **¿Adónde va Bastián a las cuatro y media?** _____

Word bank: a school day

despertarse (e to ie) to wake up
ducharse to shower
vestirse (e to i) to get dressed
desayunar to have breakfast
la hermana sister
tomar to take
el autobús bus
la escuela school
empezar (e to ie) to start
la clase class
almorzar (o to ue) to have lunch
la cafetería cafeteria
ir to go
el parque park
el amigo, la amiga friend
volver (o to ue) to come back, to return
la casa house, home
hacer to do, to make
la tarea homework
cenar to have dinner
la familia family
acostarse (o to ue) to go to bed
dormir (o to ue) to sleep
la hora hour
de la mañana a.m. (morning)
y media half past
y cuarto quarter past
los abuelos grandparents
el horario schedule

Part B. How long do they sleep?

Count the hours from bedtime to wake-up time. Write the hours in words in a sentence with the right form of dormir (o to ue). Bastián goes to bed at 10:30 p.m. and wakes up at 6:30 a.m., so he sleeps eight hours.

	goes to bed	wakes up	Write the sentence with dormir
1. Yo	10:00 p.m.	6:00 a.m.	
2. Mi hermana	9:30 p.m.	6:30 a.m.	
3. Mis abuelos	11:00 p.m.	5:00 a.m.	
4. Tú	11:30 p.m.	6:30 a.m.	
5. Nosotros	11:00 p.m.	9:00 a.m.	
6. Ustedes	11:30 p.m.	7:30 a.m.	

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Calm Block, Day 2: Learn 8 Words

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

Calm · Day 2

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	**montaña** FEMININE NOUN	a very high hill, often with snow on top *Hace mucho frío en la **montaña**.*	
2	**bosque** MASCULINE NOUN	a big place full of trees and wild animals *Mañana vamos a caminar en el **bosque**.*	
3	**lago** MASCULINE NOUN	an area of still water with land all around it *En verano nadamos en el **lago**.*	
4	**árbol** MASCULINE NOUN	a tall plant with a trunk, branches and leaves *El pájaro está en el **árbol**.*	
5	**flor** FEMININE NOUN	the colorful part of a plant that can smell nice *Hay una **flor** roja en el jardín.*	
6	**estrella** FEMININE NOUN	a small light you see in the sky at night *Hay muchas **estrellas** en el cielo.*	
7	**isla** FEMININE NOUN	a piece of land with the sea all around it *Cuba es una **isla** grande.*	
8	**cielo** MASCULINE NOUN	the space above us where the sun and clouds are *Hoy el **cielo** está azul y hace sol.*	

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

1 flor 2 isla 3 árbol 4 lago 5 montaña 6 cielo 7 estrella 8 bosque

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Calm Block, Day 2: Test Yourself

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Calm · Day 2

Part 1. Write the word

Read each English meaning. Write the Spanish word, with its accent marks.

1. the colorful part of a plant that can smell nice

   _____

2. a piece of land with the sea all around it

   _____

3. a tall plant with a trunk, branches and leaves

   _____

4. an area of still water with land all around it

   _____

5. a very high hill, often with snow on top

   _____

6. the space above us where the sun and clouds are

   _____

7. a small light you see in the sky at night

   _____

8. a big place full of trees and wild animals

   _____

Part 2. Find the words

Circle your 8 words in the grid.

They run in all 8 directions, some backward. Accents left out; Ñ stays Ñ.

Z	J	S	O	L	E	I	C	F	Z
P	R	O	P	I	B	J	O	T	O
F	N	O	J	V	O	I	M	B	S
A	L	P	Z	H	S	E	O	Z	O
R	R	O	O	P	Q	U	N	P	G
T	C	B	R	E	U	R	T	T	A
I	M	B	O	T	E	G	A	U	L
J	U	H	M	L	F	B	Ñ	F	V
E	S	T	R	E	L	L	A	D	T
T	A	H	H	I	U	A	L	S	I

My score: _____ / 8 **Words to review again:** .....

Finished early?

Pick three of the words. Write your own Spanish sentence with each one.

1. .....
2. .....
3. .....

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Spanish A1 Review 2: Join a Club!

Practice venir and salir. Then read a poster from the theater club.

A1 Review · Day 2

Part C. venir or salir

Write the verb in the parentheses in the right form. Careful: the yo forms end in -go.

1. Mis amigos y yo _____ (salir) de clase a las tres.
2. Mi prima _____ (venir) al coro los lunes.
3. ¿Tú _____ (salir) de clase a las cuatro?
4. Los chicos de robótica _____ (venir) los martes y los jueves.
5. Yo _____ (salir) de la escuela a las cuatro y media.
6. Nosotros _____ (venir) al club de teatro los viernes.
7. Ustedes _____ (salir) del gimnasio a las cinco.
8. La señora Ochoa _____ (salir) de la biblioteca a las seis.

El cartel (the poster)

¡Club de teatro! ¿Te gusta actuar? ¿Te encanta cantar y bailar? Somos quince estudiantes y queremos más. Practicamos los viernes a las tres y media en el auditorio. En mayo vamos a presentar una obra musical. No necesitas experiencia. Puedes venir a una práctica primero. La profesora es la señora Garza. Su salón es el número ocho.

Word bank: the poster

el club club
el coro choir
la robótica robotics
el teatro theater, drama
el día day
el profesor, la profesora teacher
la señora Mrs., woman
la biblioteca library
el salón classroom
el auditorio auditorium
el gimnasio gym
la escuela school
la clase class
el lunes Monday
el martes Tuesday
el jueves Thursday
el viernes Friday
mayo May
venir (e to ie) to come
salir to leave, to go out
ir to go
gustar to like
encantar to love (a thing)
poder (o to ue) can, to be able to
querer (e to ie) to want
necesitar to need
cantar to sing
bailar to dance
actuar to act
practicar to practice
la práctica practice
presentar to present, to put on
la obra play (theater)
musical musical
la experiencia experience
el número number
primero first
ser to be
el estudiante student
el chico boy, kid
el amigo friend
y media half past (time)
el cartel poster
hacer to do, to make
el primo, la prima cousin

Part D. Read the poster. Answer in Spanish (a short answer is fine)

1. **¿Qué día practica el club de teatro?** _____
2. **¿Cuántos estudiantes hay en el club?** _____
3. **¿Qué van a presentar en mayo?** _____
4. **¿Necesitas experiencia?** _____
5. **¿Qué puedes hacer primero?** _____
6. **¿Cuál es el salón de la señora Garza?** _____

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Spanish A1 Review 3: Del or De la?

Write the place words with the right little word. Then turn sentences around and describe the neighbors.

A1 Review · Day 3

Part C. del or de la?

Write del or de la in each gap. Think: is the word that follows el or la? All sentences are true for the street plan.

1. La farmacia está al lado _____ quiosco.
2. El banco está enfrente _____ panadería.
3. La casa de Gorka está al lado _____ café.
4. El parque está al lado _____ lavandería.
5. El café está enfrente _____ casa de Aitor.
6. El quiosco está enfrente _____ parque.
7. La farmacia está lejos _____ banco.
8. Aitor vive cerca _____ frutería.

Word bank: places and people

el número number
la casa house, home
la panadería bakery
el quiosco newsstand
la farmacia pharmacy
la frutería fruit shop
el banco bank
la lavandería laundromat
el parque park
el café cafe, coffee
el lado side
el vecino, la vecina neighbor
vivir to live
estar to be (where, how)
ser to be (who, what)
enfrente de across from
cerca de near
lejos de far from
el perro dog
alto tall
moreno dark-haired
simpático nice, friendly
cansado tired
contento happy
hoy today
el hotel hotel
la escuela school

Part D. Turn it around

Start the new sentence with the other place. Keep the place word. Watch del and de la. Example: El hotel está enfrente de la escuela. = La escuela está enfrente del hotel.

1. **La lavandería está al lado del banco.** _____
2. **La frutería está enfrente de la casa de Gorka.** _____
3. **El parque está cerca de la farmacia.** _____
4. **La farmacia está enfrente de la casa de Edurne.** _____
5. **La panadería está lejos del café.** _____

Part E. ser or estar?

Write the right form. ser: what a person is like, what they are, where they are from. estar: how a person feels today, and where a person or a place is.

1. Gorka _____ alto y moreno.
2. Hoy Gorka _____ cansado.
3. La panadería _____ en el número uno.
4. Begoña y yo _____ vecinas.
5. Mis vecinos _____ muy simpáticos.
6. Hoy nosotros _____ contentos.
7. ¿Tú _____ de Bilbao?
8. El perro de Gorka _____ en el parque.

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Spanish A1 Review 4: The World Food Fair

A school in Cobán, Guatemala, has a food fair with dishes from seven countries.

A1 Review · Day 4

This set reviews: gustar and encantar with food, ser de, nationalities with agreement, preferir, por qué and porque, dishes from many countries

La feria de comida del mundo (the world food fair)

el puesto	el plato	el país	¿Qué tiene?
1	el ceviche	Perú	pescado y limón
2	el mole	México	chiles y chocolate
3	las pupusas	El Salvador	maíz y queso
4	la paella	España	arroz, pollo y verduras
5	el ajiaco	Colombia	pollo, papas y maíz
6	el pepián	Guatemala	carne, verduras y semillas
7	el pastel de choclo	Chile	maíz y carne

Part A. Where is it from?

Answer with two sentences: the country, then the nationality. The nationality matches the dish, like this: ¿De dónde son los chilaquiles? Son de México. Son mexicanos.

1. **¿De dónde es la paella?** _____
2. **¿De dónde es el pepián?** _____
3. **¿De dónde son las pupusas?** _____
4. **¿De dónde es el ceviche?** _____
5. **¿De dónde es el pastel de choclo?** _____
6. **¿De dónde es el mole?** _____

Word bank: the food fair

la comida food
el plato dish, plate
el país country
la feria fair
el mundo world
el puesto stand
el ceviche ceviche (fish in lime)
el mole mole (sauce)
la pupusa pupusa (corn dish)
la paella paella (rice dish)
el ajiaco ajiaco (soup)
el pepián pepian (stew)
el pastel de choclo corn pie (Chile)
el pescado fish (food)
el limón lime, lemon
el chile chili pepper
el chocolate chocolate
el maíz corn
el queso cheese
el arroz rice
el pollo chicken
las verduras vegetables
la papa potato
la carne meat
la semilla seed
peruano Peruvian
mexicano Mexican
salvadoreño Salvadoran
español Spanish
guatemalteco Guatemalan
chileno Chilean
tener to have
gustar to like
encantar to love (a thing)
mucho a lot, much, many
la abuela grandmother
los chilaquiles chilaquiles (tortilla chips in sauce)

Part B. ¿Por qué? Porque...

Four visitors say what they like. Answer each question with Porque. Watch the words: mi becomes su.

Killa (Perú): "Me encanta el ceviche porque tiene pescado y limón."

Maximiliano (México): "Me gusta mucho el mole porque tiene chocolate."

Josué (Guatemala): "Me encantan las pupusas porque tienen queso."

Benjamín (Chile): "Me encanta el pastel de choclo porque es el plato de mi abuela."

1. **¿Por qué le encanta el ceviche a Killa?** _____
2. **¿Por qué le gusta el mole a Maximiliano?** _____
3. **¿Por qué le encantan las pupusas a Josué?** _____
4. **¿Por qué le encanta el pastel de choclo a Benjamín?** _____

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Spanish A1 Review 5: Round 2: Verbs

Write the form of the verb in parentheses. Look at who does the action.

A1 Review · Day 5

Round 2. Verbs and gustar

1. (10) Nosotros _____ español. (hablar)
2. (10) Mis amigos _____ en casa. (comer)
3. (10) Yo _____ un correo. (escribir)
4. (10) Nosotros _____ estudiantes. (ser)
5. (10) ¿Cómo _____ tú hoy? (estar)
6. (20) Yo _____ quince años. (tener)
7. (10) Ustedes _____ al parque. (ir)
8. (20) Yo _____ la tarea por la tarde. (hacer)
9. (20) ¿Tú _____ jugar al fútbol? (querer)
10. (20) Nosotros no _____ ir hoy. (poder)
11. (30) Mis primos _____ a la fiesta. (venir)
12. (30) Yo _____ de casa a las siete. (salir)
13. (20) Yo _____ la tele por la noche. (ver)
14. (20) Mi papá _____ el té. (preferir)
15. (20) Mis hermanos _____ ocho horas. (dormir)
16. (20) Nosotros _____ a la una. (almorzar)
17. (20) En el café yo _____ un jugo. (pedir)
18. (20) Yo _____ a las seis. (levantarse)
19. (10) ¿Cómo _____ tú? (llamarse)
20. (20) Ellas _____ que limpiar la casa. (tener)
21. (20) Mañana yo _____ visitar a mi abuela. (ir a)
22. (10) Say it politely (I would like): _____ un vaso de agua, por favor.
23. (20) A nosotros _____ los deportes. (gustar)
24. (20) A mí _____ el chocolate. (encantar)
25. (10) me, te, le, nos or les? A mi hermana _____ gusta bailar.
26. (10) (thirsty) ¿Tienes _____ ? Aquí hay agua.

My points in Round 2: _____ **of 440**

Word bank: round 2

hacer to do, to make
el hermano brother
tener to have
hoy today
comer to eat
hablar to speak
español Spanish (language)
el amigo friend
la casa house, home
escribir to write
el correo email, mail
ser to be
el estudiante student
estar to be (how, where)
el año year
ir to go
el parque park
la tarea homework
por la tarde in the afternoon
querer (e to ie) to want
jugar (u to ue) al fútbol to play soccer
poder (o to ue) can, to be able to
venir to come
el primo cousin
la fiesta party
salir to leave, to go out
ver to see, to watch
la tele TV
por la noche at night
preferir (e to ie) to prefer
el papá dad
el té tea
dormir (o to ue) to sleep
la hora hour
almorzar (o to ue) to have lunch
pedir (e to i) to order, to ask for
el café cafe, coffee
el jugo juice
levantarse to get up
llamarse to be called
limpiar to clean
mañana tomorrow
visitar to visit
la abuela grandmother
el vaso glass (to drink from)
el agua water
por favor please
gustar to like
encantar to love (a thing)
el deporte sport
el chocolate chocolate
bailar to dance
a mí to me (with gustar)
aquí here

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Team Task, Day 1: Mystery Animals

Groups of four. Voice level 2. One sheet per group, one person writes, and no answer goes down until all four agree.

Team · Day 1

The job

A nature center in Panama has twelve animal cards. Each mystery animal below talks about itself **only in Spanish**. Read its three lines, check them against the table, and write the one animal that fits all three, with **el** or **la**.

ANIMAL	COLOR	LEGS	LIVES IN	SIZE	ANIMAL	COLOR	LEGS	LIVES IN	SIZE
el gato	negro	4	la casa	pequeño	**la gallina**	blanca	2	la granja	pequeña
el perro	marrón	4	la casa	grande	**el loro**	verde	2	la selva	pequeño
el conejo	blanco	4	la casa	pequeño	**el jaguar**	amarillo	4	la selva	grande
la tortuga	verde	4	la casa	pequeña	**la serpiente**	verde	0	la selva	grande
la vaca	blanca	4	la granja	grande	**el pez**	anaranjado	0	el mar	pequeño
el caballo	marrón	4	la granja	grande	**el delfín**	gris	0	el mar	grande

MYSTERY ANIMAL A

No soy marrón.
Tengo cuatro patas.
Vivo en la granja.

I am _____

MYSTERY ANIMAL B

Soy verde.
Tengo patas.
Vivo en la selva.

I am _____

MYSTERY ANIMAL C

No tengo patas.
No vivo en la selva.
Soy grande.

I am _____

MYSTERY ANIMAL D

Soy verde.
No tengo dos patas.
Soy pequeña.

I am _____

The best first question

In a guessing game, the best first question splits the twelve animals in two equal halves. Count the animals in the table that say yes to each question.

QUESTION	YES (HOW MANY)	NO (HOW MANY)
1. ¿Vive en la casa?		
2. ¿Es grande?		
3. ¿Tiene cuatro patas?		
4. ¿Es verde?		

The best first question is number _____

Word bank: the animals

el gato cat **el perro** dog **el conejo** rabbit **la tortuga** turtle **la vaca** cow **el caballo** horse **la gallina** hen **el loro** parrot **el jaguar** jaguar **la serpiente** snake **el pez** fish **el delfín** dolphin **negro** black **marrón** brown **blanco** white **verde** green **amarillo** yellow **anaranjado** orange **gris** gray **grande** big **pequeño** small **la pata** leg (of an animal) **la casa** house, home **la granja** farm **la selva** jungle, rainforest **el mar** sea **ser (soy, es, eres)** to be **tener (tengo, tiene, tienes)** to have **vivir (vivo, vive, vives)** to live

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Team Task, Day 5: The Final Escape Room

Groups of four. Voice level 2. Four locks, four codes. Solve every item together before you write a digit.

Team · Day 5

The job

This is the last day of the unit, and your team is locked in the Spanish room. Each lock opens with a four-digit code: one digit for each item a, b, c, d, in that order. When a code is ready, one person takes it to the sub. The sub only says yes or no, never which digit is wrong. Then go on to the next lock.

Lock 1: Numbers

Read the Spanish and write the number as one digit.

a **Dieciséis menos diez son ...**

b **¿Cuántos días hay en una semana?**

c **Tres por tres son ...**

d **Mayo es el mes número ... del año.**

Code for lock 1: ☐ ☐ ☐ ☐

Lock 2: Verbs

Choose the right verb form. The digit before it goes in the code. The verb in parentheses is the one to use.

a **Nosotros ___ ocho horas.** (dormir)

1 duermen | **5** dormimos | **8** duermo

b **Yo ___ de casa a las siete.** (salir)

3 sale | **2** sales | **8** salgo

c **Mi hermana ___ a las seis.** (despertarse)

2 se despierta | **4** te despiertas | **9** me despierto

d **Ustedes ___ de Colombia.** (venir)

0 vienen | **7** venimos | **1** vienes

Code for lock 2: ☐ ☐ ☐ ☐

Lock 3: To Be and To Like

Choose the right word. The digit before it goes in the code.

a **Mi madre ___ profesora.** (her job)

1 está | **6** es | **3** hay

b **A nosotros nos ___ los tamales.** (to like)

4 gusta | **9** gustan | **2** gustamos

c **___ zapatos son nuevos.** (these)

8 Este | **5** Estas | **7** Estos

d **Hoy yo ___ muy cansado.** (how I feel today)

1 estoy | **3** soy | **0** hay

Code for lock 3: ☐ ☐ ☐ ☐

Word bank: locks 1 to 3

el día day **la semana** week **mayo** May **el mes** month **el número** number **el año** year **dormir (o to ue)** to sleep **la hora** hour
salir to leave **la casa** house, home **la hermana, el hermano** sister, brother **despertarse (e to ie)** to wake up
venir (vengo, e to ie) to come **Colombia** Colombia **la madre** mother **la profesora, el profesor** teacher **ser** to be (what, who)
estar to be (how, where) **gustar** to like **el tamal (los tamales)** tamale **el zapato** shoe **nuevo** new **hoy** today **cansado** tired

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Game, Day 1: Whiteboard Quiz Game

Sub script and questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board, or tape up the board sheet. Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team gets 15 seconds and one answer. Right: they take the points and pick again. Wrong: the next team may steal, then play moves on.
4. Cross the square off. Highest total when time is up wins.

Read this out

"One voice per team: pick a captain who says the final answer. Shouted answers do not count and the square is dead. Team 1, choose a category and a value."

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Perú for Peru, chileno or chilena with no name).

Capitals

100 What is the capital city of Ecuador?
Quito

200 What is the capital city of Venezuela?
Caracas

300 Asunción is the capital city of which country?
Paraguay

400 Montevideo is the capital city of which country?
Uruguay

500 What is the capital city of Chile?
Santiago

Estar en

100 Which form of estar completes 'Tú ___ en Lima'?
estás

200 Which form of estar completes 'Ustedes ___ en Quito'?
están

300 What does 'Madrid está en España' mean?
Madrid is in Spain

400 Hay or está: '___ muchas montañas en Chile'?
Hay

500 What does 'Hay un lago' mean in English?
There is a lake

Nationality

100 Which form completes 'Ella es ___' (from Peru)?
peruana

200 Which form completes 'Ellos son ___' (from Colombia)?
colombianos

300 What is the word for a boy from Spain?
español

400 Which form completes 'Ellas son ___' (from Spain)?
españolas

500 Do nationality words start with a capital letter?
No: argentino, chilena

Weather

100 What does 'Hace viento' mean in English?
It is windy

200 How do you say 'It is cool' (the weather) in Spanish?
Hace fresco

300 What does 'Hace buen tiempo' mean?
The weather is nice

400 What does 'Hay niebla' mean in English?
It is foggy

500 In July, is it summer or winter in Chile?
Winter (invierno)

Cities

100 In which country is the city of Sevilla?
Spain

200 In which country is the city of Mendoza?
Argentina

300 In which country is the city of Cochabamba?
Bolivia

400 In which country is the city of Guayaquil?
Ecuador

500 In which country is the city of Maracaibo?
Venezuela

Final Wager: Islands

Play this when the board is clear, or when two minutes are left. Announce the category, then every team writes a secret wager of up to the points it already has. Read the question. Teams get 60 seconds of silent writing, then hold their answers up together.

The Galápagos Islands, home of giant tortoises, belong to which South American country?
Ecuador

Right: add the wager. Wrong: subtract it. That is the final score.

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Game, Day 1: The Board

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

Game · Day 1

CAPITALS	NATIONALITY	CITIES	ESTAR EN	WEATHER
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

Team 3

Team 4

Team 5

Team 6

Final Wager: Islands

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

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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

GALLINA	5 4 3 2 1
PÁJARO	5 4 3 2 1
ELEFANTE	5 4 3 2 1
JIRAFA	5 4 3 2 1
DELFÍN	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

LLUVIA	5 4 3 2 1
VOLCÁN	5 4 3 2 1
DESIERTO	5 4 3 2 1
PLANTA	5 4 3 2 1
OCÉANO	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

PASAJERO	5 4 3 2 1
LLEGAR	5 4 3 2 1
POSTAL	5 4 3 2 1
CARRETERA	5 4 3 2 1
SALIDA	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

NAVIDAD	5 4 3 2 1
MÉDICO	5 4 3 2 1
MAESTRO	5 4 3 2 1
DENTISTA	5 4 3 2 1
FIESTA	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 .....

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Game, Day 3: Feud Board

Tape this up. When a team finds an answer, write it on its line with the points. Check a box for each strike.

Game · Day 3

ROUND 1

Q1. Name a shop on your street X X X

1		
2		
3		
4		
5		

Q2. Name a school club X X X

1		
2		
3		
4		
5		

Q3. Name something in a bottle X X X

1		
2		
3		
4		
5		

Q4. Name winter clothes X X X

1		
2		
3		
4		
5		

ROUND 2: POINTS COUNT DOUBLE

Q1. Name a street food X X X

1		
2		
3		
4		
5		

Q2. Name a fruit X X X

1		
2		
3		
4		
5		

Q3. Name a drink at a stand X X X

1		
2		
3		
4		
5		

Q4. Name a person on your street X X X

1		
2		
3		
4		
5		

Team 1

ROUND 1 _____ ROUND 2 X 2 _____ TOTAL _____

Team 2

ROUND 1 _____ ROUND 2 X 2 _____ TOTAL _____

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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 .....

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Game, Day 5: The Boxes

Tape this up. When a team opens a box, cross it off and write the team number on it.

Game · Day 5

1 TEAM	2 TEAM	3 TEAM	4 TEAM .....
5 TEAM	6 TEAM	7 TEAM	8 TEAM .....
9 TEAM	10 TEAM	11 TEAM	12 TEAM .....

Scores

Team 1	**Team 2**	**Team 3**
Team 4	**Team 5**	**Team 6**

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Answer Keys (1 of 8)

Teacher copy. Keep these pages out of the student sets.

Spanish A1 Review 1: Animals and Pets

Part A: 1. Lucero; 2. Perla; 3. Nube; 4. Bigotes (Tomate has no family yet.) **Part B:** 1. Tiene cinco años. 2. Es negro. 3. Es una tortuga. 4. Tiene ocho meses. 5. Le gusta dormir.

Part C: 1. Los ratones son grises. 2. Las gallinas son rojas. 3. Los peces son azules. 4. Las ovejas son blancas. 5. Los burros son marrones.

Part D: 1. el pato; 2. el pingüino; 3. el jaguar; 4. la rana; 5. el elefante; 6. el caballo **Part E:** 1. es; 2. tienen; 3. tiene; 4. son; 5. tenemos; 6. tienes; 7. son; 8. es

Part F: 1. Siete estudiantes. 2. El conejo. 3. El perro. 4. Seis votos. (Digits are fine if the class wrote numbers; a full sentence is fine too.)

Part G: 1. A mí me encantan los perros. 2. A Ulises le encantan los caballos. 3. A Wendy y a Lupita les encanta nadar. 4. A mi abuelo no le gustan las arañas. 5. A mí me gusta nadar. 6. A Ulises le gustan las arañas. (Also accept A Wendy y Lupita without the second a, and 1 and 5 without A mí.)

Challenge: 1. Tomate, for example Tomate es un gato anaranjado. Tiene dos años. Accept any true sentence with es and one with tiene; 2. answers vary. Accept three sentences with ser, tener and me gusta or me encanta and matching endings, for example El caballo es grande y marrón. Tiene cuatro patas. Me encantan los caballos.

Calm block, Day 1: Learn and Test: Animal Words

Match: 1. oveja; 2. cerdo; 3. mascota; 4. ratón; 5. conejo; 6. cola; 7. pato; 8. tortuga.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. A missing accent mark is worth noting but still counts. Own sentences: answers vary; accept any Spanish sentence that uses the word with its page 1 meaning.

Calm block, Day 2: Learn and Test: Nature Words



Write and find: 1. flor; 2. isla; 3. árbol; 4. lago; 5. montaña; 6. cielo; 7. estrella; 8. bosque. In the grid the words run in all eight directions, some backward, without accent marks; each word is in the grid once.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. A missing accent mark is worth noting but still counts. Own sentences: answers vary; accept any Spanish sentence that uses the word with its page 1 meaning.

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Spanish A1 Review 4: Hot, Cold and What to Take

A1 Review · Day 4

Use the world weather table on page 1 for every part of this page.

Part C. Read the table

Answer in Spanish. A short answer is fine, like this: En Miami.

1. **¿Dónde nieva?** .....
2. **¿Qué tiempo hace en Bogotá?** .....
3. **¿Cuántos grados hace en Santiago?** .....
4. **¿Qué ciudades están en Estados Unidos?** .....
5. **¿Cuántas ciudades están en el sur?** .....
6. **¿Qué estación es en Buenos Aires en enero?** .....

Part D. ¿Sí o no? (True or false?)

Is the sentence true? Check the table. Write Sí, or write No and the true sentence, like this: No, en Lima hace sol.

1. **En Madrid hace sol.** .....
2. **En Miami hace dieciséis grados.** .....
3. **En Bogotá hace catorce grados.** .....
4. **En Ciudad de México hace sol.** .....
5. **En Santiago nieva.** .....

Word bank: hot and cold

el tiempo weather
hace sol it is sunny
hace calor it is hot
hace frío it is cold

nieva it snows, it is snowing
el grado degree
la estación season
el sur south

enero January
la ciudad city
México Mexico
llevar to take, to wear

tener que to have to
porque because
el abrigo coat
las botas boots

el paraguas umbrella
la gorra cap
ir to go
el traje suit

estar to be (how, where)
la fiesta party

Part E. What do they have to take?

Each traveler takes ONE thing from the box, and each thing goes to ONE traveler. Write a sentence with tener que and porque, like this: Tiene que llevar el traje porque hay una fiesta.

el abrigo · las botas · el paraguas · la gorra

1. **Abelardo va a Nueva York.** .....
2. **Cayetana va a Madrid.** .....
3. **Rosalinda va a Bogotá.** .....
4. **Esperanza va a Buenos Aires.** .....

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

