



Spanish A2 Maternity Leave Sub Plans, 6 Weeks

Six week binders of Spanish A2 review (Spanish 2), any grade. Every instruction is in English: the sub needs no Spanish. Solo work and a team task every day, a "say this" script for every task.

PREVIEW

What is included

- Six week binders (63, 63, 63, 64, 63, 64 pages): 380 pages
- 54 front pages (binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went) and 16 Monday opener pages
- 60 solo blocks (30 A2 review sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 tasks: 2 or 3 sentences the sub reads out
- A complete A2 review: every A2 grammar point on two days or more, plus the Big A2 Review on Day 30; a challenge ends every set
- 30 optional Spanish games, each on that day's lesson (Day 30: all six weeks)
- Answer keys for everything; color and ink-saver, Letter and A4

How it works

1. Leave the six 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 30 days: a 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?
- **Week 5, days 21 to 25.** Review sets: Homes Then and Now, A Trip That Went Wrong, Healthy Habits, Volunteering, Fashion and Style. Team tasks: Then and Now Placards, The Lost Luggage Desk, Habit Tracker Challenge, The Community Grant, Style Swap Shop.
- **Week 6, days 26 to 30.** Review sets: Life Stories, School Year Highlights, Giving Advice, Plans and Dreams, Big A2 Review. Team tasks: The Biography Timeline Wall, Awards Night, The Advice Column Desk, The Club Plan Poster, The A2 Board Race.

Optional game every day, on that day's lesson (Day 30, the Big A2 Review day: its game reviews all six weeks):

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 380 pages.

What the sub gets: a note that explains the routine, a "say this" script for every task (126 in all), a sub script for every Monday opener, a "Read this out" box on most games and every answer in the key.



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

Day 1: Opener, sub script

Spanish 42 Review 3: What Should They Do?

Use the clues to fill paired shelves, then fill in the shelves.

Word banks, built-in clues, and advice.

Write each verb in the
empty box to form a
complete sentence.
Use the clues to help
you choose the correct
verb. Write the verb
in the correct form.
Remember to use the
correct form of the
verb to match the subject
and tense.

Write the verb in the
empty box to form a
complete sentence.
Use the clues to help
you choose the correct
verb. Write the verb
in the correct form.
Remember to use the
correct form of the
verb to match the subject
and tense.

Write the verb in the
empty box to form a
complete sentence.
Use the clues to help
you choose the correct
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Remember to use the
correct form of the
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and tense.

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you choose the correct
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in the correct form.
Remember to use the
correct form of the
verb to match the subject
and tense.

Write the verb in the
empty box to form a
complete sentence.
Use the clues to help
you choose the correct
verb. Write the verb
in the correct form.
Remember to use the
correct form of the
verb to match the subject
and tense.

Part 2: Double or triple que

Read each prompt and decide. Choose the right advice from the bank for each habit. Write five sentences per student: one with each verb and one with the bank. Choose the right advice from the bank for each habit. Write five sentences per student: one with each verb and one with the bank.

1. Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.
2. Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.
3. Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.
4. Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.
5. Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.

Omar

Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.

Relando

Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.

Priscilla

Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.

Ruth

Be a good student. Be a good student. Be a good student. Be a good student. Be a good student.

challenge

Write a student you know. Write a plan for the student's week in three sentences. Use three different frequency words. For example: twice a day, once a week, and once a month.

1.

2.

3.

4.

5.

Set page 3 with its challenge, Week 5 (solo)

[illegible]

Team task, Week 5 (groups of four)



Game Day 3: Feud Board

Pop this up, grab a team (red or orange), write it on its line with the pencils. Check a box for each choice.

ROUND 1

Q1. Name an instrument a band can play (1) (2)

Q2. Name a kind of mouse that is fun (1) (2)

Q3. Name a word that describes a band (1) (2)

Q4. Name something in a movie theater (1) (2)

ROUND 2: POINTS COUNT DOUBLE

Q5. Name a kind of music at a festival (1) (2)

Q6. Name something in film jury scores (1) (2)

Q7. Name a word that describes a good song (1) (2)

Q8. Name something people do at a protest (1) (2)

Team 1

ROUND 2 X 2 TOTAL

Team 2

ROUND 2 X 2 TOTAL

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TEACHER RESOURCES

Game: Class Feud board (two teams)



Spanish A2 Review 1: Life Stories

Read the chart, then do Part A and Part B. Every page has its own word bank.

A2 Review • Day 1

This set reviews: the preterite in biographies, irregular verbs, time markers and dates, life stories



SAY THIS TO THE CLASS

"Today we review the preterite by reading and writing short life stories of people born in Spanish-speaking countries. Work alone and quietly: read the chart on page 1 first, then do the parts in order and try the challenge at the end."

The preterite: what happened, and when

Person	viajar	aprender	recibir
yo	viajé	aprendí	recibí
tú	viajaste	aprendiste	recibiste
él, ella, usted	viajó	aprendió	recibió
nosotros, nosotras	viajamos	aprendimos	recibimos
vosotros, vosotras (Spain)	viajasteis	aprendisteis	recibisteis
ellos, ellas, ustedes	viajaron	aprendieron	recibieron

Spelling changes: yo toqué, pagué, almorcé (from tocar, pagar, almorzar); i becomes y in creyó, creyeron (from creer).

Dates: en 1998 (mil novecientos noventa y ocho), en 2005 (dos mil cinco), a los diez años at age ten, hace treinta años thirty years ago.

Word bank: a life story

nacer to be born	sacar to get (a grade)	la universidad university	la fotografía photography	el tío uncle	los años years; years old
vivir to live	escribir to write	el libro book	el francés French (language)	la prima cousin (f)	el año pasado last year
estudiar to study	abrir to open	la cocina cooking; kitchen	el inglés English (language)	la tienda store	bueno (buenas) good
terminar to finish	hacer to do, to make	la nota grade (on a test)	los abuelos grandparents	la bicicleta bike	
empezar a trabajar to start working	la escuela school	la escuela secundaria high school		el mar sea, ocean	
llegar to arrive				el año year	
leer to read					

Part A. Write the verb in the preterite

Write the past form of the verb in parentheses. Look at the subject first.

- En 2004, Sandra _____ (terminar) la escuela secundaria.
- A los veinte años, yo _____ (llegar) a Salamanca para estudiar.
- Hace veinte años, mis abuelos _____ (vivir) un año en Estelí.
- En 1999, Simón _____ (leer) su primer libro en inglés.
- ¿Tú _____ (sacar) buenas notas en la universidad?
- En 2010, mi tío _____ (escribir) un libro de cocina.
- El año pasado, yo _____ (empezar) un curso de fotografía.
- En 2018, mi prima y yo _____ (estudiar) francés en Montreal.

Part B. Years to sentences

One sentence in the preterite per fact, with the year in words. Example: Úrsula nació en Bucaramanga en mil novecientos noventa y seis.

Úrsula

nacer	en Bucaramanga	1996
empezar	a trabajar en un banco	2018

Tadeo

nacer	en Mar del Plata	1988
terminar	la universidad	2011
abrir	una tienda de bicicletas	2016

-
-
-
-



Spanish A2 Review 1: Three Life Stories

Read the three short biographies, answer the questions, do the age math, then fill the timeline.

A2 Review • Day 1

Saúl

Saúl nació en Salamanca, España, en 1974. A los dieciséis años empezó a trabajar en una panadería. En 1999 abrió su panadería en la plaza. Su pan se hizo famoso, y en 2015 ganó un premio.

Verónica

Verónica nació en León, Nicaragua, en 1986. Estudió enfermería y en 2009 empezó a trabajar en el hospital. En 2017 dio su primera clase a enfermeras nuevas.

Walter

Walter nació en Santa Ana, El Salvador, en 1991. Cuando tenía doce años, hizo su primer viaje con un equipo de fútbol. En 2013 fundó un equipo para niños. En 2022 su equipo ganó el campeonato nacional.

Word bank: the three stories

nacer to be born

estudiar to study

empezar a trabajar to start working

abrir to open

ganar to win

fundar to found, to start (a club, a team)

tener to have

hacer to do, to make

dar to give

la panadería bakery

el pan bread

la plaza town square

el premio prize, award

el hospital hospital

la enfermería nursing

la enfermera nurse (f)

el niño child

el equipo team

el fútbol soccer

el campeonato

championship

el viaje trip

los años years; years old

la clase class

mayor older

nacional national

famoso famous

nuevo new

Part C. Answer in Spanish

Use the three stories. A short answer is fine.

1. ¿Dónde empezó a trabajar Saúl?

2. ¿Qué estudió Verónica?

3. ¿Qué fundó Walter en 2013?

Part D. Age math

Event year minus birth year. Answer with the number in words, for example: Tenía treinta años.

1. ¿Cuántos años tenía Saúl cuando abrió su panadería?

2. ¿Cuántos años tenía Verónica cuando empezó a trabajar en el hospital?

3. ¿Cuántos años tenía Walter cuando fundó el equipo?

4. ¿Cuántos años tenía Saúl cuando ganó el premio?

5. ¿Quién es el mayor de los tres?

Part E. The decade timeline

Find the year of each event in the stories. Write its letter in the right decade box. Each box gets one letter.

1970 to 1979

1980 to 1989

1990 to 1999

2000 to 2009

2010 to 2019

2020 to 2029

(A) Saúl abrió su panadería.

(C) Walter fundó un equipo para niños.

(E) El equipo de Walter ganó el campeonato.

(B) Verónica nació.

(D) Saúl nació.

(F) Verónica empezó a trabajar en el hospital.



Spanish A2 Review 1: Irregular Lives

Write the irregular verbs in Part F, then try the challenge.

A2 Review • Day 1

Irregular stems in the preterite

These stems take -e, -iste, -o, -imos, -ieron with no accent marks: tener: tuv-, estar: estuv-, poder: pud-, poner: pus-, venir: vin-, hacer: hic- (z before o). With j, the ellos form ends in -eron: decir: dij-, dijeron. Dar takes -í, -iste, -io, -imos, -ieron, and ir and ser share one set of forms.

Word bank: irregular verbs and life events

nacer to be born	estar to be (place, feeling)	el trabajo job	la graduación graduation	los años years; years old
vivir to live	poder to be able to, can	el premio prize, award	la fiesta party	la vez time (one time)
estudiar to study	poner to put; to set up (a store)	el niño child	el concierto concert	después de after
empezar a trabajar to start working	venir to come	la abuela grandmother	el viaje trip	nacional national
ganar to win	decir to say	el hermano brother	el mar sea, ocean	bonito nice, pretty
fundar to found, to start (a club, a team)	dar to give	los padres parents	el diploma diploma	grande big
tener to have	nadar to swim	la tienda store	la pared wall	largo long
hacer to do, to make	la escuela school	la flor flower	el cuarto bedroom	
	la universidad university	la directora principal (f)	la música music	
		la palabra word	el coro choir	

Part F. Irregular verbs in the preterite

Write the past form of the verb in parentheses. Use the stems in the box above.

- En 2001, mi abuela _____ (venir) a vivir con nosotros.
- A los doce años, Zoe _____ (poder) nadar en el mar por primera vez.
- En 2015, Víctor _____ (poner) una tienda de flores en Estelí.
- En la graduación, la directora _____ (decir) unas palabras muy bonitas.
- En 2020, Violeta _____ (dar) su primer concierto.
- Después de la graduación, mis padres _____ (dar) una fiesta grande.
- En 1995, yo _____ (tener) mi primer trabajo.
- De 2008 a 2012, Samuel _____ (estar) en la universidad.
- En 2017, mis hermanos _____ (hacer) un viaje largo por Colombia.
- En 2019, yo _____ (poner) mi diploma en la pared de mi cuarto.

Challenge

Write a five-line biography of Zulema from her fact card: one sentence in the preterite for each line, and write every year in words.

Zulema

nacer	en Masaya	1990
estudiar	música en Managua	2008
empezar	a trabajar en una escuela de música	2013
fundar	un coro de niños	2017
ganar	un premio nacional	2024

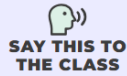
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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 Spanish house 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 house words on page 1, then turn the page over and match each meaning to its word on page 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 chimenea FEMININE NOUN	the place in a wall where you burn wood to warm a room <i>En la casa de campo de mis tíos había una chimenea enorme.</i>	_____
2 techo MASCULINE NOUN	the top part that covers a house or a room <i>En la casa de mis abuelos, el techo era de tejas rojas.</i>	_____
3 pared FEMININE NOUN	one of the flat sides of a room, where you hang pictures <i>En mi cuarto había una foto de mi perro en la pared.</i>	_____
4 ventana FEMININE NOUN	an opening with glass in a wall that lets in light <i>De niña, yo miraba la lluvia por la ventana.</i>	_____
5 horno MASCULINE NOUN	the hot box in a kitchen where you bake bread or cakes <i>Mi abuelo hacía pan en un horno de leña.</i>	_____
6 sótano MASCULINE NOUN	the floor of a house that is under the ground <i>Antes guardábamos las bicicletas en el sótano.</i>	_____
7 mudarse VERB	to take your things and go to live in a different home <i>Mi familia ya no vive en el centro: nos mudamos a otro barrio.</i>	_____
8 estufa FEMININE NOUN	the kitchen appliance with burners on top for pots and pans <i>Ahora cocinamos en una estufa de gas.</i>	_____

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

1 horno 2 techo 3 sótano 4 mudarse 5 estufa 6 ventana 7 chimenea 8 pared



Team Task, Day 2: The Four Reports

One report each. Check each claim: does it match the ticket and the timetable? Then decide together.

Team · Day 2

Nelson

checked by

- 1 El sábado 21 de septiembre, tomé el bus de Potosí a Sucre. OK ☐ No ☐
- 2 El bus salió con cuarenta minutos de retraso. OK ☐ No ☐
- 3 Llegué a Sucre a las diez y veinte de la mañana. OK ☐ No ☐
- 4 Olvidé mi maleta azul en el asiento veintidós. OK ☐ No ☐

Pamela

checked by

- 1 Salí de Tarabuco a las siete en punto. OK ☐ No ☐
- 2 El viaje duró una hora y cuarenta minutos. OK ☐ No ☐
- 3 Bajé del bus en el andén uno. OK ☐ No ☐
- 4 Puse mi bolsa roja debajo del asiento cinco. OK ☐ No ☐

Ricardo

checked by

- 1 Viajé de Oruro a Sucre el sábado 21 de septiembre. OK ☐ No ☐
- 2 El bus salió de Oruro a las cuatro de la mañana. OK ☐ No ☐
- 3 Llegó a Sucre a las doce y cinco. OK ☐ No ☐
- 4 Dejé mi mochila gris en el andén cuatro, al lado del bus. OK ☐ No ☐

Olga

checked by

- 1 El bus de Uyuni salió con cuarenta y cinco minutos de retraso. OK ☐ No ☐
- 2 Llegó a Sucre a las dos y cuarto de la tarde. OK ☐ No ☐
- 3 Bajé en el andén cuatro y dejé mi mochila gris al lado del bus. OK ☐ No ☐
- 4 Me senté en el asiento diecisiete. OK ☐ No ☐

Formulario de equipaje perdido

Nombre (name)

Número del bus (bus number)

Origen (from)

Hora de llegada (arrival time)

Andén (platform)

Asiento (seat)

Descripción (description)

The claim that does not add up

Traveler Claim number

Write one sentence in Spanish in the preterite that says what really happened, for example El bus de Tarabuco llegó a las nueve menos veinte.

.....

.....

.....

Word bank: the reports and the form

el sábado Saturday
septiembre
September
tomar to take
el bus bus
salir to leave
el minuto minute
el retraso delay
llegar to arrive

la mañana morning
la tarde afternoon
olvidar to forget, to leave behind
la maleta suitcase
azul blue
el asiento seat
en punto sharp, on the dot

y cuarto quarter past
el viaje trip
durar to last
la hora hour
bajar to get off
el andén platform
uno one
poner to put

la bolsa bag
rojo red
debajo de under
viajar to travel
dejar to leave (something)
la mochila backpack
gris gray

al lado de next to
sentarse (e to ie) to sit down
el número number
el origen from (starting point)
el nombre name
la descripción description

el formulario form
el equipaje luggage
perdido lost



Game, Day 1: The Board

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

Game • Day 1

NACÍÓ	IRREGULAR	YEARS	LIFE WORDS	CALM 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

.....

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Team 2

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.....

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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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.....

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Final Wager: Life Stories

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: School Year Highlights

Read the two columns, then do Part A and Part B. The time word decides the tense.

A2 Review • Day 2

This set reviews: the present perfect with *este año* and *ya* next to the preterite with finished time, the school year



"Today we review two past tenses with a school year: one for time that is not over yet, and one for finished time. Work alone and quietly: on every item, find the time word first, because it tells you which tense to use."

Two tenses, two kinds of time

Present perfect (have done): the time is **not over**, *haber* + participle: *hablar*: hablado, *comer*: comido, *vivir*: vivido.

yo	he
tú	has
él, ella, usted	ha
nosotros	hemos
vosotros (Spain)	habéis
ellos, ellas, ustedes	han

Markers: *hoy* today, *esta semana* this week, *este año* this year, *ya* already, *todavía* not yet.

Preterite (did): the time is **finished**, one fixed moment in the past.

Ayer hablé con mi profesora. Yesterday I talked to my teacher.

En marzo comimos en el parque. In March we ate in the park.

Markers: *ayer* yesterday, *el lunes pasado* last Monday, *en marzo* in March, *el año pasado* last year, *hace dos semanas* two weeks ago.

Irregular participles: *hacer*: hecho, *ver*: visto, *escribir*: escrito, *poner*: puesto, *volver*: vuelto, *decir*: dicho, *abrir*: abierto.

Word bank: the school year

aprender to learn
ir to go
terminar to finish
ganar to win
hacer to do, to make
llegar to arrive
leer to read
volver (o to ue) to come back

ver to see
dar to give
el año year
la clase class
el museo museum
la historia history
el examen test, exam
las matemáticas math
el torneo tournament

el ajedrez chess
el compañero classmate
el proyecto project
el agua water
el alumno student
la nota grade (on a test)
el viaje trip
la foto photo
la directora principal (f)

la excursión field trip
la ciencia science
la escuela school
el mes month
el último libro the last book
octubre October
hoy today
esta semana this week
ya already

todavía not yet
ayer yesterday
el lunes pasado last Monday
tarde late
mucho a lot, much, many
sobre about

Part A. The marker decides

Underline the time marker. Then write the verb in the present perfect (time not over) or the preterite (finished time).

- Este año, nosotros _____ (aprender) mucho en la clase de ciencias.
- En octubre, la clase _____ (ir) al museo de historia.
- Hoy yo _____ (terminar) el examen de matemáticas.
- El mes pasado, nosotros _____ (ganar) el torneo de ajedrez.
- Esta semana, mis compañeros _____ (hacer) un proyecto sobre el agua.
- Ayer tú _____ (llegar) tarde a la escuela.
- Yo todavía no _____ (leer) el último libro del año.
- El lunes pasado, los alumnos _____ (volver) de la excursión.
- ¿Ustedes ya _____ (ver) las fotos del viaje?
- Hace dos semanas, la directora nos _____ (dar) las notas.

In the full product

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

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

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

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

60 + 30 solo blocks
(review sets and
calm blocks) +
team tasks for
groups of four

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- 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