Spanish A2 Sub Plans, 2 Weeks

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

PREVIEW

What is included

- Week 1 binder (63 pages) and Week 2 binder (63 pages): 126 pages
- 24 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 20 solo blocks (10 A2 review sets, 10 calm blocks) and 10 team tasks for groups of four
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A challenge at the end of every review set, for fast finishers
- 10 optional Spanish games, each on that day's lesson, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both 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 10 days: a review set, a team task and a game each day

1. **Day 1:** Spanish A2: Last Weekend · Team task: Weekend Jobs **Whiteboard Quiz Game**
2. **Day 2:** Spanish A2: Childhood Memories · Team task: The Class Trip Day **Paper Password**
3. **Day 3:** Spanish A2: Shopping and Clothes · Team task: The Mall Receipts **Class Feud**
4. **Day 4:** Spanish A2: Health and the Body · Team task: The Youth Page **Classroom Millionaire**
5. **Day 5:** Spanish A2: Travel and Experiences · Team task: The Hostel Tour Desk **Mystery Box**
6. **Day 6:** Spanish A2: Food and Restaurants · Team task: Table for Eight **Whiteboard Quiz Game**
7. **Day 7:** Spanish A2: Yesterday's Routine · Team task: Who Used the Bathroom? **Paper Password**
8. **Day 8:** Spanish A2: Home and Chores · Team task: House Sitter Notes **Class Feud**
9. **Day 9:** Spanish A2: Sports and Competitions · Team task: The Tournament Bracket **Classroom Millionaire**
10. **Day 10:** Spanish A2: Family Stories · Team task: The Family Album **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 126 pages.

Note to the Substitute

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

Thank you for covering my classes this week

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

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

Each day has

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

If the class is loud

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

You do not need any Spanish

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

At the end of each day

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

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

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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
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.

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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, stands 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.

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 _____

Weekly Schedule (Blank)

Your own order: 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 rename 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 fills 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.

Class List and Dismissal

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

B bus (write the number) · W walks · P picked up (write who) · A after-school program · O 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				

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: _____

Meet Your Sub

Opener

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

SAY THIS TO THE CLASS: "I am covering your Spanish class this week, and your teacher left a full plan for every day. First I will 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)

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 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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ONE PAGE OF EVERY DAILY PART

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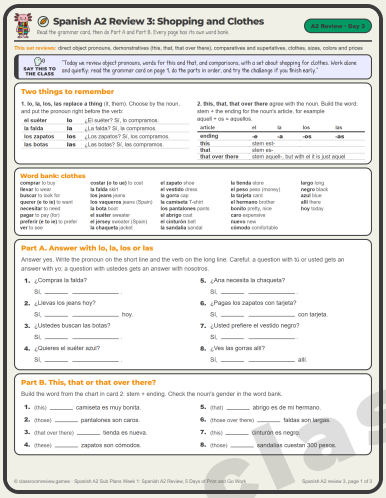
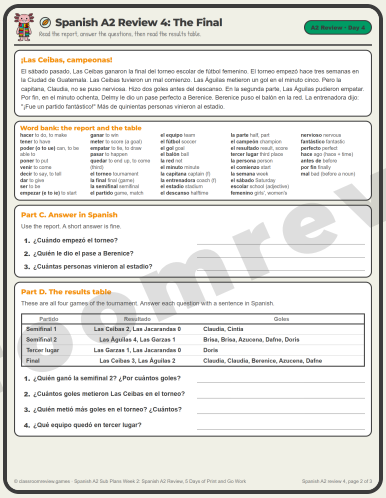
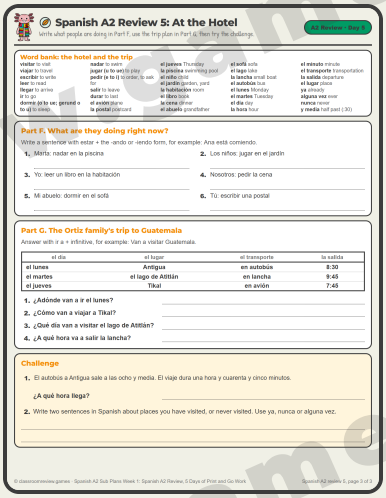


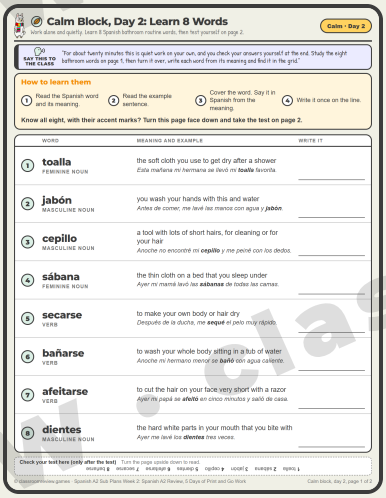
A2 review set, Week 1 (solo)



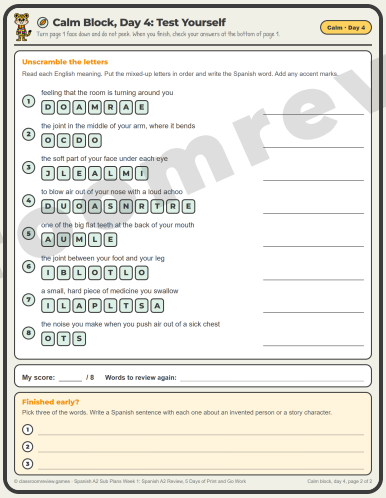
A2 review set page 2, Week 2 (solo)



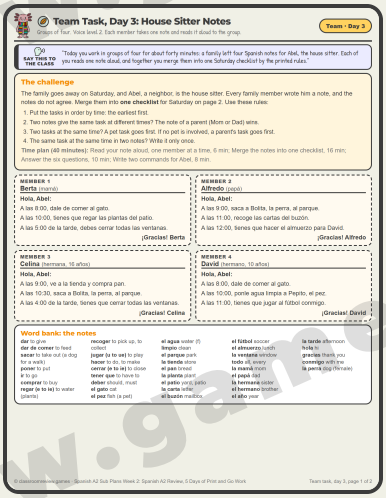
Set page 3 with its challenge (solo)



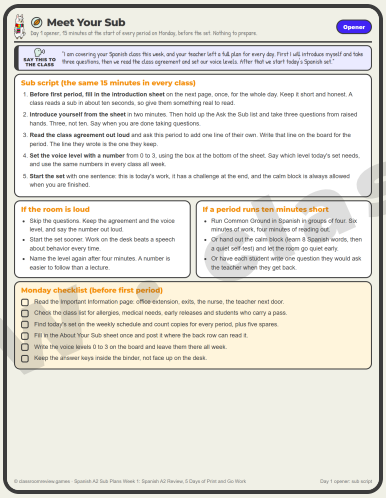
Calm block: learn 8 words (solo)



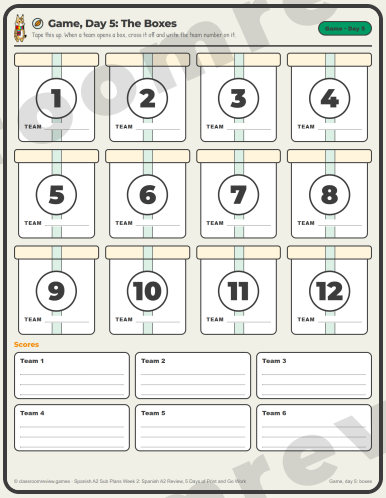
Calm block: test yourself (solo)



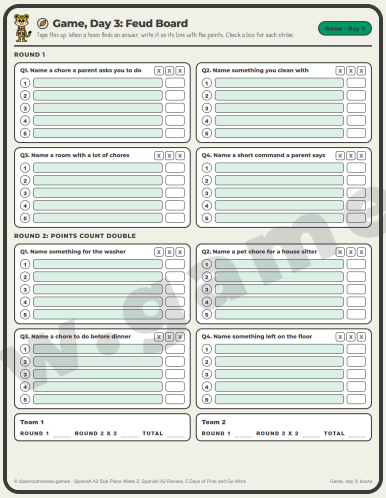
Team task, Week 2 (groups of four)



Monday opener (whole class)



Game: Mystery Box (teams)



Game: Class Feud board (two teams)

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Spanish A2 Review 1: Food and Restaurants

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

A2 Review · Day 1

This set reviews: gustar, encantar and parecer with me, te, le, nos, les, indirect object pronouns, food, dishes and ordering at a restaurant

SAY THIS TO THE CLASS "Today we review gustar, encantar and parecer with food, a restaurant menu and a waiter's order slip. Work alone and quietly: read the chart on page 1 first, then do the parts in order and try the challenge if you finish early."

Gustar, encantar and parecer: the thing you like is the subject

Who	Pronoun	Example
a mí	**me**	Me gusta el pan. I like bread.
a ti	**te**	¿Te gustan las uvas? Do you like grapes?
a él, a ella, a usted	**le**	A Dora le encanta el chocolate. Dora loves chocolate.
a nosotros, a nosotras	**nos**	Nos gusta cocinar. We like to cook.
a vosotros, a vosotras	**os**	¿Os gusta el flan? Do you all like flan? (Spain)
a ellos, a ellas, a ustedes	**les**	Les parece rica la sopa. They think the soup is tasty.

One thing or a verb: gusta, encanta, parece. **Two or more things:** gustan, encantan, parecen. With parecer the adjective agrees with the thing: La sopa me parece rica. Los tacos me parecen caros. **Other verbs take le and les too:** Le traigo el menú. (I bring you the menu.)

Word bank: food and opinions

gustar to like (it pleases me)
encantar to love (works like gustar)
parecer to seem
cenar to have dinner

el pozole pozole (corn and meat soup)
la enchilada enchilada
el guacamole guacamole
los tamales tamales
la sopa soup

la verdura vegetable
el café coffee
los frijoles beans
la tortilla tortilla
el maíz corn

el chile relleno stuffed pepper
el churro churro
el hermano brother
los abuelos grandparents
la prima cousin (f)

caro expensive
rico tasty, delicious
dulce sweet
temprano early
a mí (to) me
a ti (to) you

Part A. Write the pronoun and the verb

Write me, te, le, nos or les on the short line and the right form of the verb in parentheses on the long line. Look at the thing after the gap: one thing, or two or more?

1. A mi hermano _____ _____ (gustar) los frijoles con tortillas.
2. A nosotros _____ _____ (encantar) la sopa de verduras.
3. A ti, ¿ _____ _____ (parecer) caras las enchiladas?
4. A mis abuelos _____ _____ (gustar) cenar temprano.
5. A Dora _____ _____ (encantar) los chiles rellenos.
6. A usted, ¿ _____ _____ (parecer) rico el café?
7. A ustedes _____ _____ (gustar) las tortillas de maíz.
8. A mi prima y a mí _____ _____ (parecer) muy dulces los churros.

Part B. The opinion table

Four friends tried four dishes. ★ loves it (encantar), ✓ likes it (gustar), ✗ does not like it (gustar), $ thinks it is expensive (parecer caro). Write a full sentence for each cell below, for example A Amelia le encanta el pozole.

	el pozole	las enchiladas	el guacamole	los tamales
Amelia	★	✓	✗	$
Braulio	✓	$	★	✗
Clara	✗	★	$	✓
Cristian	$	✗	✓	★

1. **Amelia + los tamales** _____
2. **Braulio + el guacamole** _____
3. **Braulio + los tamales** _____
4. **Cristian + el guacamole** _____
5. **Clara + las enchiladas** _____
6. **Cristian + el pozole** _____

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Spanish A2 Review 1: Table 4, Please

Read the menu and the dialogue, answer the questions, then fill in the waiter's order slip.

A2 Review · Day 1

El Nopal: menú

San Luis Potosí. Prices in Mexican pesos.

Enchiladas potosinas (orden)	$95
Pozole	$110
Sopa de verduras	$70
Guacamole	$60
Flan	$45
Agua de horchata	$35
Limonada	$30
Café	$28

At table 4

Mesero: Buenas tardes. Aquí tienen el menú. ¿Qué les traigo de beber?
Armando: Tres aguas de horchata y una limonada, por favor.
Mesero: Muy bien. ¿Y de comer?
Aurora: A mí me encantan las enchiladas potosinas. Dos órdenes, por favor: una para mí y otra para mi esposo.
Mesero: Perfecto. ¿Y para los jóvenes?
Axel: Para mí, un pozole. Aquí el pozole me parece muy rico.
Blanca: Yo no como carne. ¿Qué me recomienda?
Mesero: Le recomiendo la sopa de verduras. Es la favorita de los clientes.
Blanca: Entonces, una sopa, por favor.
Armando: Y al final, ¿nos trae la cuenta, por favor?

Word bank: at the restaurant

encantar to love (works like gustar)
parecer to seem
traer to bring
recomendar (e to ie) to recommend
comer to eat
beber to drink
pedir (e to i) to order, to ask for
tener to have
el pozole pozole (corn and meat soup)
la enchilada enchilada
potosino from San Luis Potosi
el guacamole guacamole
la sopa soup
la verdura vegetable
el agua water (f)
la horchata horchata (rice drink)
la limonada lemonade
el café coffee
el flan flan (caramel custard)
la carne meat
el plato plate, dish
la orden order (of food)
el menú menu
la cuenta the check, the bill
la comanda order slip
la cantidad amount, how many
el precio price
el total total
el mesero server, waiter
el cliente customer
el esposo husband
los jóvenes young people
la mesa table
rico tasty, delicious
favorito favorite
aquí here
entonces then, so
otro other, another
perfecto perfect
por favor please
muy bien very good
buenas tardes good afternoon
a mí (to) me
al final at the end

Part C. Answer in Spanish

Use the dialogue. A short answer is fine.

1. **¿Qué le recomienda el mesero a Blanca?** .....
2. **¿Por qué pide Axel el pozole?** .....
3. **¿Para quién es la otra orden de enchiladas?** .....

Part D. The waiter's order slip

You are the waiter. Fill in the slip for table 4: everything the family ordered, how many, the price on the menu, and the total for each line. Then add up the bill.

CANTIDAD	PLATO O BEBIDA	PRECIO	TOTAL
	Total de la mesa 4 (pesos)		

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Spanish A2 Review 1: A Review and the Waiter

Read the review and answer, then write le or les with the verb. Then try the challenge.

A2 Review · Day 1

Reseña: La Mesa de Barro, Saltillo ★★★★☆

Fui a La Mesa de Barro el domingo con mis padres. El lugar es pequeño, pero muy bonito y limpio. A mis padres les encantan los tacos de la casa, y a mí me gustan las quesadillas. Los meseros son muy amables y siempre traen pan. Lo malo: el café me parece caro, cuarenta pesos. Pero vamos a volver pronto. **Delia**

Word bank: the review and the waiter

gustar to like (it pleases me)
encantar to love (works like gustar)
parecer to seem
traer to bring
recomendar (e to ie) to recommend
servir (e to i) to serve
dar to give
explicar to explain
cambiar to change
tomar to drink, to have
pedir (e to i) to order, to ask for
ser to be
volver (o to ue) to come back
ir to go
preferir (e to ie) to prefer
el pozole pozole (corn and meat soup)
la sopa soup
el agua water (f)
la horchata horchata (rice drink)
el café coffee
el taco taco
la quesadilla quesadilla
el pan bread
el plato plate, dish
el menú menu
el mesero server, waiter
los padres parents
los niños children
los muchachos guys, young people
la señora Mrs., madam
el señor Mr., sir
la señorita Miss
el lugar place
la mesa table
la casa house
la estrella star
la reseña review
el peso peso (money)
caro expensive
rico tasty, delicious
pequeño small
bonito pretty, nice
amable kind, friendly
limpio clean
ahora now
primero first
pronto soon
siempre always
lo malo the bad thing
el domingo Sunday
a mí (to) me
el día day

Part E. Answer in Spanish

Use the review. A short answer is fine.

1. **¿Cuántas estrellas le da Delia a La Mesa de Barro?** .....
2. **¿Qué les encanta a los padres de Delia?** .....
3. **¿Qué le parece caro a Delia?** .....

Part F. The waiter says: le or les?

Write le (one person) or les (two or more) and the yo form of the verb: the waiter is talking about himself.

1. Señora, ahora _____ _____ (traer) el menú.
2. Muchachos, _____ _____ (recomendar) el pozole: es muy rico.
3. A los niños _____ _____ (servir) la sopa primero.
4. Señor, ¿ _____ _____ (dar) más pan?
5. A ustedes _____ _____ (explicar) el menú del día.
6. Señorita, ¿ _____ _____ (cambiar) el plato?

Challenge

Write each sentence again about mis padres instead of yo. Change the verb and the pronoun.

1. *Yo pido tacos porque me encantan.* .....
2. *Yo no tomo café porque no me gusta.* .....
3. *Yo prefiero el agua de horchata porque me parece rica.* .....

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Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

SAY THIS TO THE CLASS "For about twenty minutes this is quiet work on your own, and you check your answers yourself at the end. Study the eight restaurant words on page 1 first, then turn it 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? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**cuchara** FEMININE NOUN	the round little tool you eat soup with *¿Me trae una **cuchara**, por favor? Me encanta esta sopa.*	
2	**tenedor** MASCULINE NOUN	the eating tool with three or four prongs *A mi hermano le gusta comer la ensalada con **tenedor**.*	
3	**cuchillo** MASCULINE NOUN	the sharp tool you cut meat with at the table *Este **cuchillo** me parece muy viejo: no corta nada.*	
4	**propina** FEMININE NOUN	extra money you leave for the server after the meal *A mis padres les gusta dejar una buena **propina**.*	
5	**postre** MASCULINE NOUN	the sweet food at the end of a meal *¿Qué **postre** nos recomienda? Nos encanta el chocolate.*	
6	**vaso** MASCULINE NOUN	the glass you drink water or juice from *Ahora le traigo un **vaso** de agua fría.*	
7	**mantel** MASCULINE NOUN	the big cloth that covers the whole table *Me parece muy bonito el **mantel** rojo de este restaurante.*	
8	**pedir** VERB	to tell the server what food you want *Siempre **pido** enchiladas porque me encantan.*	

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

1 tenedor 2 postre 3 cuchillo 4 pedir 5 vaso 6 propina 7 cuchara 8 mantel

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Team Task, Day 2: Planning Sheet

Test at least three different days. Show every total so another group could check your work.

Team · Day 2

	PLAN 1	PLAN 2	PLAN 3
Stops (letters)			
How many (max 5)			
Euros per student (max 40)			
Minutes (max 300)			
Closed Monday or adults only?			
Points			

The rules: a plan that breaks one scores 0 (check each one for your final day)

- ☐ There is time for **5 stops** at most.
- ☐ Every student has **40 euros** for tickets in all.
- ☐ The visits take **300 minutes** at most.
- ☐ The trip is on a **Monday**: nothing that is closed on Mondays.
- ☐ Everyone in the class is under 18: nothing for **adults only**.
- ☐ Points count **last year's** number only.

Score = the points of the stops on the plan, added up.

Our final day

Letters _____

Euros _____ Minutes _____

Points _____ Checked by _____

The stop you left off

One stop your group wanted and could not fit. Which rule stopped you? Use numbers.

_____

_____

Tell the class about your day in Spanish

Write two sentences with vamos a and porque: one stop you are going to visit and why, one you are not going to visit and why.

Models: **Vamos a visitar el museo de ciencias porque la entrada cuesta ocho euros. No vamos a visitar ___ porque ___.**

_____

_____

Word bank: say your plan

el museo museum **la ciencia** science **la entrada** ticket, entry **costar (o to ue)** to cost **el euro** euro **vamos a** we are going to **visitar** to visit **porque** because 8 **ocho**

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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

GUSTAR	LE OR LES	PARECER	AT THE TABLE	WORD MIX
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: Gustar

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

DUCHARSE	5 4 3 2 1
ALARMA	5 4 3 2 1
DIENTES (calm)	5 4 3 2 1
LEVANTARSE	5 4 3 2 1
CALCETÍN	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

PEINARSE	5 4 3 2 1
SECARSE (calm)	5 4 3 2 1
VESTIRSE	5 4 3 2 1
PARADA	5 4 3 2 1
OCUPADO (team)	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

DORMIRSE	5 4 3 2 1
BAÑARSE (calm)	5 4 3 2 1
DESAYUNAR	5 4 3 2 1
AFEITARSE (calm)	5 4 3 2 1
ESPERAR (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

ACOSTARSE	5 4 3 2 1
DIVERTIRSE	5 4 3 2 1
TEMPRANO	5 4 3 2 1
ENSEGUIDA	5 4 3 2 1
QUEDARSE	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 2: cards

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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Spanish A2 Review 2: Yesterday's Routine

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

A2 Review · Day 2

This set reviews: reflexive verbs in the preterite, stem changers in the third person, sequence words, a daily routine yesterday

SAY THIS TO THE CLASS "Today we review reflexive verbs in the past, like I got up and she got dressed, with a set about one busy yesterday. Work alone and quietly: read the chart on page 1, do the parts in order, and try the challenge if you finish early."

Reflexive verbs in the preterite: the pronoun comes first

Person	levantarse: to get up
yo	me levanté
tú	te levantaste
él, ella, usted	se levantó
nosotros, nosotras	nos levantamos
vosotros, vosotras (Spain)	os levantasteis
ellos, ellas, ustedes	se levantaron

The -ir stem changers change only in the he/she and they forms: dormirse (o to u): me dormí, se durmió, se durmieron. vestirse, divertirse, sentirse change e to i in the same two forms.

With or without the pronoun: Lavé la ropa. I washed the clothes. Me lavé el pelo. I washed my (own) hair.

In order: primero first, después after that, luego then, más tarde later, por fin finally. ayer yesterday, anoche last night.

Word bank: the routine

levantarse to get up
despertarse (e to ie) to wake up
ducharse to take a shower
vestirse (e to i) to get dressed
acostarse (o to ue) to go to bed
divertirse (e to ie, i) to have fun
sentirse (e to ie, i) to feel
peinarse to comb your hair
quedarse to stay
irse to leave, to go away
lavarse to wash (yourself)
maquillarse to put on makeup
la tía aunt
el carro car
la clase class
la mano hand
el papá dad
la escuela school
la casa house, home
el baño bathroom
la fiesta party
la cena dinner
el hermano brother
el primo cousin
la abuela grandmother
el abuelo grandfather
los padres parents
el perro dog
la familia family
el ruido noise
la calle street
el actor actor
la actriz actress
la obra play (theater)
el sábado Saturday
el minuto minute
la tarde afternoon, evening
después after that, then
ayer yesterday
anoche last night
temprano early
antes before, earlier
rápido fast
cansado tired
todo all, whole

Part A. Write the pronoun and the verb

Write the pronoun (me, te, se, nos) on the short line and the preterite of the verb on the long line.

1. Ayer yo _____ _____ (ducharse) a las siete.
2. Mi hermano _____ _____ (vestirse) muy rápido.
3. Anoche tú _____ _____ (acostarse) muy tarde.
4. Después, nosotros _____ _____ (irse) a la escuela.
5. Mis primas _____ _____ (divertirse) en la fiesta.
6. Por la tarde, mi abuela _____ _____ (sentirse) cansada.
7. Ustedes _____ _____ (peinarse) en el baño.
8. Anoche mis padres _____ _____ (quedarse) en casa.

Part B. Reflexive or not?

Circle the right verb. Does the person do the action to himself or herself, or to someone or something else?

1. El sábado, Abigail (se lavó) (lavó) el carro de su papá.
2. Después de la cena, Ángel (lavó) (se lavó) las manos.
3. El perro (despertó) (se despertó) a toda la familia a las cinco.
4. Ayer yo (me desperté) (desperté) con el ruido de la calle.
5. En clase, Abigail (levantó) (se levantó) la mano.
6. Mis abuelos (levantaron) (se levantaron) muy temprano.
7. Mi tía (se maquilló) (maquilló) a los actores de la obra.
8. Antes de la obra, la actriz (se maquilló) (maquilló) en cinco minutos.

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In the full product

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

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

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

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

20 + 10 solo blocks (review sets and calm blocks) + team tasks for groups of four

Use it your way

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

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

Classroom REVIEW GAMES