



Spanish A2 Emergency Sub Binder

Emergency sub plans for Spanish 2 (A2), grades 6 to 12. The sub needs no Spanish: every instruction is in English and every step is on the page.

PREVIEW

What is included

- 7 pages for the sub: binder cover, important information, note to the sub, the lesson plan filled in, schedule, class list and dismissal, and at the back how it went
- 9 activities, each with its own sub script and student pages (31 pages)
- 3 individual activities and 6 partner, team or whole-class activities
- A Say this to the class script for every activity, a word bank on every student page, a star challenge on every worksheet, every answer in a key with its English meaning
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, each with its own word bank. Every answer is in the key, with its English meaning.
4. No prep and no tech: print and go.

The 9 activities, 35 to 45 minutes each

1. **Quiet Reading**, 45 min **SOLO**: reading A2 texts for detail: the preterite, the imperfect and the present perfect in a blog and a memory
2. **Grammar Detective**, 40 min **SOLO**: finding and fixing A2 slips: preterite and imperfect forms, participles, haber, lo and la, mayor, doler, commands
3. **Practice Menu**, 45 min **SOLO**: past verb forms, the preterite or the imperfect and why, and lo, la, los, las with commands
4. **Partner Check**, 40 min **PAIRS**: A2 verb forms: preterite, imperfect, present perfect, commands, estar + gerund, acabar de and ir a
5. **Trip Planner**, 40 min **PAIRS**: comparatives and superlatives, por and para, and a postcard in the preterite, present perfect and ir a
6. **Spanish Puzzle Tournament**, 41 min **TEAMS**: A2 travel, clothing, health and childhood words, lo and la, and the preterite and imperfect
7. **The Mixed-Up Travel Files**, 40 min **TEAMS**: reading clues in the preterite, comparing times (earlier than, later than) and reasoning from clues
8. **Which Is Better? Class Vote**, 40 min **WHOLE CLASS**: giving reasons in Spanish with comparatives, opinions and the imperfect for childhood memories
9. **Whiteboard Quiz Game**, 35 min **WHOLE CLASS**: a review of this binder: the preterite and imperfect, the present perfect, commands, pronouns and comparisons

What this preview shows: the note to the substitute, the lesson plan, the other pages for the sub, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked, and no answer key is shown. The full binder has 38 pages.



Note to the Substitute

Spanish 2 (A2), grades 6 to 12 · 9 one-period activities · no Spanish needed

Thank you for covering my class

Everything you need is in this binder. The front pages (important information, lesson plan, schedule of the day, class list) are filled in for today. After them come 9 Spanish activities: the first 3 are individual work, the other 6 are for partners, teams or the whole class. Each one fills most or all of a period of 40 to 50 minutes, runs from the printout alone, and carries its own texts and answer key, so you never teach anything new or speak any Spanish. Every instruction is in English. The Spanish on the student pages comes with a word bank on the same page, and every key gives the Spanish answer with its English meaning. Everything reviews Spanish 2 (A2): the preterite and the imperfect, the present perfect, commands, object pronouns and comparisons.

The first page of every activity is your script. It says what the activity practices, how to set it up, and how long each step takes.

The box marked **Say this to the class** is written to be read aloud word for word. Every answer is in a key on the script page (for the logic mystery, on the page right after the script). Keep those pages with you and hand out only the student pages. Every student worksheet has a **Challenge** box for early finishers (in the logic mystery, the bonus question on the slip).

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **Grammar Detective** quiet single · 40 min · p. 12
- **Practice Menu** quiet single, choose · 45 min · p. 16
- **Partner Check** pairs · 40 min · p. 20
- **Trip Planner** pairs or threes · 40 min · p. 23
- **Spanish Puzzle Tournament** teams · 41 min · p. 26
- **The Mixed-Up Travel Files** team logic · 40 min · p. 29
- **Which Is Better? Class Vote** whole class · 40 min · p. 33
- **Whiteboard Quiz Game** whole class, teams · 35 min · p. 36

If the class is loud

- Switch to a quiet single activity: Quiet Reading, Grammar Detective or Practice Menu. Nobody needs to move.
- In the scored games (Spanish Puzzle Tournament, Which Is Better? Class Vote and Whiteboard Quiz Game), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.

Which activity when?



- A student says the class never learned this? Every activity reviews earlier work. Ask them to try the first problem with a partner, and leave me a note.
- A student asks what a word means? Every student page has a word bank. Point to it.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- A class that needs to settle: start with a quiet single activity. A restless class: a group activity uses the energy.
- Short period? These fit: Whiteboard Quiz Game (35 min) and one text of Quiet Reading (about 20 min).

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!



Lesson Plan

Filled in for today: 9 activities, 35 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> One Spanish text and its question sheet per student; fast finishers take the other Silent reading with the word bank, about 20 minutes per text Read the answers out from the key, or collect for me 	p. 7
Grammar Detective Quiet single · about 40 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Hand out the three card sheets; pencils only Students find the one wrong sentence on each card, fix it and name the rule Read the key out at the end, or collect for me 	p. 12
Practice Menu Quiet single, choose · about 45 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Three sheets on the desk: A Secret Message, B Habit or Event?, C Pronoun Swap Students choose one, work alone in silence, swap it when done Check against the keys on the script, or collect for me 	p. 16
Partner Check Pairs · about 40 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Pairs: one Partner A sheet and one Partner B sheet Both do row 1, then compare: the answers must match Different answers? Find the slip together. The key is on the script 	p. 20
Trip Planner Pairs or threes · about 40 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Pairs or threes, one Part 1 sheet and one Part 2 sheet each Part 1: a timetable of five trips and 10 questions in Spanish (keyed) Part 2: a postcard from the trip, checked with the checklist 	p. 23
Spanish Puzzle Tournament Teams · about 41 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Teams of 3 or 4, one puzzle sheet and one answer sheet per team One round at a time, 1, 2 or 3 points per puzzle Every answer is on the key. The key settles arguments 	p. 26
The Mixed-Up Travel Files Team logic · about 40 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Teams of 3 or 4, one case file and one grid per team Warm-up together on the board, then the case on their own Teams hand in their slip; check it against the key and reveal 	p. 29
Which Is Better? Class Vote Whole class · about 40 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Two sheets per student; everyone stays seated A student reads a pair, hands up for A or B, everyone writes a reason in Spanish One speaker per side, then vote again; you count and time 	p. 33
Whiteboard Quiz Game Whole class, teams · about 35 min Time ____ : ____ to ____ : ____	<ul style="list-style-type: none"> Draw the 5 by 5 board (or tape up the board sheet); 3 to 5 teams Teams pick a category and value, then write one answer and hold it up Right answer: points on the scoreboard. Optional, for the end of class 	p. 36

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), Grammar Detective (p. 12) and Practice Menu (p. 16).

Collect / leave for me

.....

.....

1. Quiet Reading, 45 min (solo)

2. Grammar Detective, 40 min (solo)

3. Practice Menu, 45 min (solo)

4. Partner Check, 40 min (pairs)

5. Trip Planner, 40 min (pairs)

6. Spanish Puzzle Tournament, 41 min (teams)

The Mixed-Up Travel Files, 40 min (teams)

8. Which Is Better? Class Vote, 40 min (whole class)

9. Whiteboard Quiz Game, 35 min (whole class)



Which Is Better? Class Vote

Sub script and model sentences

One period • whole class • everyone seated

This activity practices: giving reasons in Spanish with comparatives, opinions and the imperfect for childhood memories



SAY THIS TO THE CLASS

"In every round you vote for A or B, and then you write one Spanish sentence that says why. One speaker for each side reads a sentence aloud, and then we vote again. The side that changes the most minds gets the point, so make your sentence a good one."

Set up (3 minutes)

- Two sheets per student (rounds 1 to 6 and 7 to 12). Write **A** and **B** on the board with room for two tallies under each.
- Split the class into two teams (the left half of the room and the right half) and give each team a column on the board for points.
- You read nothing in Spanish: each round, a student volunteer reads the question and choices A and B from the student sheet.

Each round (about 3 minutes)

- A volunteer reads the pair in Spanish. Count hands for A and B.
- 90 seconds: everyone writes one sentence for their choice, with a frame.
- One speaker for A and one for B read their sentences aloud. The left team always sends the A speaker, the right team the B speaker. Count hands again: more votes for A than before, 1 point to the left team; more for B, 1 point to the right team; no change, no point. Remind the class: everyone votes for what they really think.

#	THE PAIR	MODEL SENTENCE FOR A	MODEL SENTENCE FOR B
1	Which is better for a long trip: the train or the plane?	El tren es más cómodo que el avión.	El avión es más rápido que el tren.
2	Where is a vacation better: at the beach or in the mountains?	Me parece que la playa es más divertida.	Las montañas son más tranquilas que la playa.
3	Where is it better to buy clothes: in a store or online?	En una tienda puedes probarte la ropa.	Comprar por internet es más fácil que ir a una tienda.
4	Which is better for traveling: a big backpack or a suitcase with wheels?	Una mochila es más práctica que una maleta.	Una maleta con ruedas es mejor para la espalda.
5	Where is it better to sleep on a trip: in a hotel or in a tent in the woods?	Un hotel es más cómodo que una carpa.	Me parece que el bosque es más emocionante.
6	As a child, which was more fun: board games or video games?	De niña, prefería los juegos de mesa porque jugaba con mi familia.	De niño, los videojuegos eran más divertidos que los juegos de mesa.
7	As a child, what did you like more: summer vacation or the first day of school?	De niño, prefería las vacaciones porque no había clases.	De niña, me gustaba más el primer día de clases porque veía a mis amigos.
8	Which is better for getting to school: walking or taking the bus?	Caminar es más sano que ir en autobús.	El autobús es más rápido que caminar.
9	When your throat hurts, which is better: a hot soup or an ice cream?	Una sopa caliente es mejor que un helado para la garganta.	Me parece que un helado es más rico que una sopa.
10	Which shoes are better: comfortable shoes or nice-looking shoes?	Los zapatos cómodos son mejores para caminar mucho.	Los zapatos bonitos son tan importantes como los cómodos.
11	On a trip, which is better: taking lots of photos or buying souvenirs?	Las fotos son más baratas que los recuerdos.	Un recuerdo es más especial que una foto.
12	As a child, which was better for a birthday: a party at home or a day at an amusement park?	De niña, prefería una fiesta en casa con todos mis primos.	De niño, el parque de diversiones era más emocionante.

Timing and notes

Set up 3 min • 12 rounds of about 3 min • count the totals 1 min. **About 40 minutes.** Rounds 6, 7 and 12 ask about childhood: the sentences use the imperfect (prefería, era). There is no right answer to a pair. **Challenge models:** sheet 1: Answers vary. Model: La mochila es tan práctica como la maleta. (The backpack is as practical as the suitcase.) Sheet 2: Answers vary. Model: ¿Qué es mejor para el fin de semana: el cine o el parque? Me parece que el parque es más divertido. (Which is better for the weekend: the movies or the park? I think the park is more fun.)



Grammar Detective Cards 1 to 4

One sentence on each card has a mistake. Circle its number, write it correctly, and write the rule letter.

Grammar Detective
Rules:

- | | |
|--|---|
| A an irregular preterite (hacer, poner, decir, venir ...) | B a spelling change in the yo preterite (-car, -gar, -zar verbs) |
| C an -ir stem changer in the él or ella preterite (pedir, dormir) | D an imperfect form |
| E an irregular past participle (hecho, visto, puesto ...) | F the right person of haber in the present perfect |
| G a direct object pronoun: lo, la, los or las | H a comparison word (menor, mejor, peor ...) |
| I a verb like gustar: doler, parecer, interesar | J a command with the pronoun attached (lávate) |

1 El cumpleaños de papá

- | | |
|--|--|
| 1. El sábado fue el cumpleaños de mi papá. | 3. Mi papá comió dos pedazos grandes. |
| 2. Yo hací un pastel de chocolate para él. | 4. Después, toda la familia cantó y bailó en el patio. |

Correct sentence: _____ Rule: ☐

2 Una nota para la profesora

- | | |
|--------------------------------------|---|
| 1. Perdón, profesora Teodora. | 3. Esperé media hora en la parada con mi hermano. |
| 2. Ayer el autobús no pasó a tiempo. | 4. Por eso, llegé tarde a su clase de las ocho. |

Correct sentence: _____ Rule: ☐

3 El campamento

- | | |
|---|--|
| 1. Mi hermano menor fue a un campamento en julio. | 3. La primera noche no dormió bien. |
| 2. Hacía mucho frío en las montañas. | 4. Pero el resto de la semana se divirtió mucho. |

Correct sentence: _____ Rule: ☐

4 Un correo para la abuela

- | | |
|--|--|
| 1. Hola, abuela. | 3. La profesora lo leyó y le gustó mucho. |
| 2. Esta semana he escrito un cuento para la clase de inglés. | 4. ¡Mañana lo voy a leer delante de toda la clase! |

Correct sentence: _____ Rule: ☐

★ Challenge

Write your own message card: three sentences in Spanish about last weekend, with one mistake hidden in one of them. Then swap with a neighbor and find each other's mistake.

Word bank

ir to go	la parada stop (bus stop)	el chocolate chocolate	grande big	divertirse to have fun	pasar to spend (time), to happen, to come by
la abuela grandmother	el patio patio, yard	después after, later	menor younger	dormir to sleep	ser to be
la familia family	la nota note	la mañana morning	bien well	escribir to write	ayer yesterday
el hermano brother	el resto the rest	(without la: tomorrow)	hola hello, hi	esperar to wait	hace frío it is cold (in the past: it was cold)
(hermanos = brothers and sisters)	el correo email	la noche night	mucho a lot, much, many	gustar to like (me gusta = I like)	media hora half an hour
el papá dad	el cuento story	el sábado Saturday	perdón sorry, excuse me	haber to have (he visto = I have seen)	a tiempo on time
la profesora teacher (a woman)	el cumpleaños birthday	la semana week	toda all, the whole	hacer to do, to make	delante de in front of
el autobús bus	la clase class	la tarde afternoon (tarde = late)	bailar to dance	leer to read	por eso that is why
el campamento camp	el inglés English	primero first (primera with la words)	cantar to sing	llegar to arrive	
la montaña mountain	el pastel cake	julio July	comer to eat		
	el pedazo piece, slice				

Name _____



Practice Menu B Habit or Event?

Circle the right verb: preterite or imperfect. Then write the reason letter in the box.

Practice Menu

- (H) a habit: something that happened again and again
(D) a description or background: what things were like, what was going on
(E) one completed event: it happened once, at a certain time

- 1 Cuando Tiziana era niña, (**nadaba** / nadó) en el río todos los veranos. Reason ☐
- 2 El sábado pasado, mi tío (**compraba** / compró) una bicicleta nueva. Reason ☐
- 3 La primera escuela de mi papá (**era** / fue) grande y muy vieja. Reason ☐
- 4 Anoche nosotros (**veíamos** / vimos) una película de miedo. Reason ☐
- 5 De niño, Yamil siempre (**llevó** / llevaba) una gorra roja. Reason ☐
- 6 En la foto, mi abuela (**tenía** / tuvo) el pelo largo. Reason ☐
- 7 En 2019, mi familia (**fue** / iba) a Costa Rica por primera vez. Reason ☐
- 8 Todos los domingos, mis primos (**vinieron** / venían) a comer a nuestra casa. Reason ☐
- 9 Yo (**hacía** / hice) la tarea cuando sonó el teléfono. Reason ☐
- 10 De repente, el perro (**salía** / salió) por la puerta. Reason ☐
- 11 Cuando tenía ocho años, (**viví** / vivía) en un departamento pequeño. Reason ☐
- 12 Ayer mis amigos y yo (**fuimos** / íbamos) al parque a las cinco. Reason ☐

★ Challenge

Write one sentence in Spanish with both tenses, like the one in item 9: something that was going on, and something that happened. Use cuando.

Word bank

ir to go
la abuela grandmother
el amigo friend
la familia family
el papá dad
el niño child, boy
la niña girl
el perro dog
el primo cousin
el tío uncle (plural: aunt and uncle, or uncles)

todos everybody, all
el pelo hair
la casa house, home
la costa coast
el departamento apartment
la escuela school
el parque park
la puerta door
el río river
la bicicleta bike

la foto photo
la gorra cap
la película movie
el teléfono phone
la tarea homework
el año year
anoche last night
el domingo Sunday
pasado last (as in last Saturday)
el sábado Saturday

siempre always
el verano summer
grande big
largo long
nuevo new
pequeño small
rojo red
viejo old
nuestro our
comer to eat
comprar to buy

hacer to do, to make
llevar to wear, to carry, to bring
nadar to swim
salir to leave, to go out
ser to be
sonar to ring
tener to have (with an age: to be ... years old)
venir to come
ver to see, to watch

vivir to live
ayer yesterday
la película de miedo scary movie
de repente suddenly
por primera vez for the first time

Name _____ Score _____ / 12



Partner Check Partner B

Write the missing verb form in the sentence. Then compare with your partner: the answers should be the same.

Partner Check


Present perfect: he, has, ha, hemos, han + -ado or -ido. **Commands:** tú = the él form of the present (habla), with 8 short ones (di, haz, ve, pon, sal, sé, ten, ven); usted: hable, coma; ustedes: hablen, coman. **Right now:** estar + -ando or -iendo.

- 1 El sábado, mis tíos _____ a la fiesta en carro. (venir) ☐ Same as my partner
- 2 Anoche, en el restaurante, Genaro _____ una sopa de verduras. (pedir) ☐ Same as my partner
- 3 Cuando mi mamá _____ joven, tocaba el piano. (ser) ☐ Same as my partner
- 4 Hoy mi hermana y yo ya _____ todos los regalos. (abrir, present perfect) ☐ Same as my partner
- 5 Selene, _____ de la cama ahora mismo, por favor. (salir) ☐ Same as my partner
- 6 Señor, _____ a la derecha en la farmacia. (doblar) ☐ Same as my partner
- 7 Chicos, _____ el autobús número cinco. (tomar) ☐ Same as my partner
- 8 Silencio, por favor: el bebé _____ en su cuarto. (estar + dormir) ☐ Same as my partner
- 9 Estoy cansada porque _____ de un viaje largo. (acabar de + llegar) ☐ Same as my partner
- 10 Mañana mi prima y yo _____ boletos para el concierto. (ir a + comprar) ☐ Same as my partner

★ Challenge

Ayer le _____ un regalo a mi mejor amiga. (dar)

Then compare with your partner. Same answer again?

Word bank

ir to go
el amigo friend
el bebé baby
el chico boy (chicos = kids)
la hermana sister
la mamá mom
el primo cousin
el señor sir, Mr.
el tío uncle (plural: aunt and uncle, or uncles)

todos everybody, all
el autobús bus
el boleto ticket
el carro car
el cuarto room
la derecha the right (a la derecha = to the right)
la farmacia pharmacy
el viaje trip
el restaurante restaurant

la cama bed
el piano piano
el regalo gift
el concierto concert
la fiesta party
el número number
la sopa soup
la verdura vegetable
ahora now
hoy today
anoche last night

la mañana morning (without la: tomorrow)
el sábado Saturday
ya already, now
joven young
cansado tired
largo long
mejor better, best
silencio quiet
abrir to open
hablar to speak, to talk

comer to eat
comprar to buy
dar to give
doblar to turn
dormir to sleep
estar to be (place, feeling)
llegar to arrive
pedir to ask for, to order
salir to leave, to go out
ser to be

tocar to play (an instrument)
tomar to take
venir to come
ayer yesterday
acabar de to have just (done something)
ahora mismo right now
por favor please

My name _____ Partner _____



Puzzle Tournament Puzzles

Solve one round at a time. Write your answers on the answer sheet.

Spanish Puzzle Tournament

Round 1: Scrambled Words

1 point each

Unscramble each Spanish word. The hint says what it is.

1. BAARJE

(a sweet medicine for a cough, 6 letters, starts with J)

2. TANRINEL

(a small light you carry when you go camping, 8 letters, starts with L)

3. ETMRROMTOE

(it shows if you have a fever, 10 letters, starts with T)

4. EUHDPES

(a person who stays at a hotel, 7 letters, starts with H)

5. ABROSMEAPCEZ

(a picture game in many small pieces, 12 letters, starts with R)

6. IRILCCOT

(a small child's bike with three wheels, 8 letters, starts with T)

7. MELERBMAIEP

(a coat for rainy days, 11 letters, starts with I)

8. OCACEHL

(a jacket with no sleeves, 7 letters, starts with C)

Round 2: Riddles with lo and la

2 points each

What is it? The pronoun (lo, la, los, las) tells you if the answer is masculine or feminine, singular or plural. Write the word with el, la, los or las.

1. La cuelgas entre dos árboles y descansas en ella.
2. De niño, la usabas para guardar monedas. Cuando estaba llena, la abrías.
3. Las llevas en los pies en la playa, cuando hace calor.
4. La necesitas para abrir la puerta de tu casa. Si la pierdes, no puedes entrar.
5. Lo llevas en la cabeza cuando nieva. Muchas veces es de lana.
6. Las llevas en los pies cuando llueve o cuando caminas en la montaña.
7. Lo llevas encima de la camiseta cuando hace un poco de frío. Tiene mangas largas.
8. Lo llevas alrededor del cuello. A veces tiene una piedra bonita.

Round 3: Yesterday or Back Then?

3 points each

Read the sentence about today. Write the missing verb for the past: the preterite after ayer, the imperfect after de niño.

1. Hoy voy al cine. → Ayer _____ al cine.
2. Hoy hacemos un pastel. → Ayer _____ un pastel.
3. Hoy Leandra pide una pizza. → Ayer Leandra _____ una pizza.
4. Hoy mis amigos vienen a mi casa. → Ayer mis amigos _____ a mi casa.
5. Ahora vivo en la ciudad. → De niño, yo _____ en el campo.
6. Ahora mi hermana es muy alta. → De niña, mi hermana _____ muy baja.
7. Ahora vemos series en el celular. → De niños, _____ la televisión con los abuelos.
8. Ahora mis primos van a la playa en verano. → De niños, mis primos _____ al río cada verano.

Word bank

ir to go
los abuelos
grandparents
el amigo friend
la hermana sister
el niño child, boy
el primo cousin
la cabeza head
el cuello neck
el pie foot
el campo countryside
la casa house, home
el cine the movies

la ciudad city
la montaña mountain
la playa beach
la puerta door
el río river
el celular cell phone
la serie TV series
la televisión TV
la lana wool
la camiseta T-shirt
la moneda coin
lleno full
la piedra stone

el árbol tree
la manga sleeve
el pastel cake
la pizza pizza
entre between
ahora now
hoy today
el verano summer
cada each, every
alto tall
bajo short
bonito pretty, nice
largo long

un poco a little
abrir to open
caminar to walk
descansar to rest
entrar to come in, to go in
estar to be (place, feeling)
hacer to do, to make
llevar to wear, to carry, to bring
llover to rain
necesitar to need

pedir to ask for, to order
perder to lose
poder can, to be able to
tener to have (with an age: to be ... years old)
usar to use, to wear
venir to come
ver to see, to watch
vivir to live
nevar to snow
colgar to hang
guardar to keep, to save
ayer yesterday

hace calor it is hot
hace frío it is cold (in the past: it was cold)
encima de on top of, over
muchas veces often
a veces sometimes
alrededor de around



A trip with a surprise Blog

Read the whole text before you look at the questions. Every Spanish word is in the word bank.

Quiet Reading

Un viaje con sorpresa

por Imanol



El sábado pasado, mi hermana Vania y yo visitamos a nuestros abuelos. Fuimos en tren. En la estación, compramos los boletos y dos jugos de mango. El tren salió muy temprano y el viaje duró cuatro horas. Vania leyó una novela y yo escuché música.

Cuando bajamos del tren, busqué mi mochila, pero no la encontré. ¡La dejé en el tren! Fui corriendo a la oficina de la estación. Allí le expliqué el problema a un empleado. Él llamó por teléfono a la próxima estación. Media hora después, una señora vino con mi mochila. ¡Qué alivio!

Esa noche, mi abuela hizo sopa de pollo. Mi abuelo nos contó historias de cuando era joven. ¡Qué fin de semana tan bonito! Ya he vuelto a casa, pero todavía no he abierto la mochila. ¡Mis abuelos pusieron muchos regalos dentro!

Word bank

ir to go	la mochila backpack	la hora hour, time	abrir to open	hacer to do, to make
el abuelo grandfather	la música music	la noche night	correr to run	leer to read
la abuela grandmother	la novela novel	pasado last (as in last Saturday)	bajar to get off, to go down	llamar to call
los abuelos grandparents	el regalo gift	el sábado Saturday	buscar to look for	poner to put
el empleado employee	el teléfono phone	temprano early	comprar to buy	salir to leave, to go out
la hermana sister	la sorpresa surprise	todavía still (with no: not yet)	contar to tell (a story)	ser to be
la señora woman, Mrs.	el jugo juice	ya already, now	dejar to leave (something somewhere)	venir to come
el boleto ticket	el mango mango	joven young	durar to last	visitar to visit
la casa house, home	el pollo chicken	bonito pretty, nice	encontrar to find	volver to come back
la estación station	la sopa soup	allí there	escuchar to listen (to)	el fin de semana weekend
la oficina office	próximo next	mucho a lot, much, many	explicar to explain	media hora half an hour
el tren train	dentro inside	tan as, so	haber to have (he visto = I have seen)	qué alivio what a relief
el viaje trip	después after, later	nuestro our		
la historia story				

In the full binder

A whole Spanish 2 sub day, planned and ready to print.

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

9 activities of 35 to 45 minutes, one
per class period

7 pages for the sub: note, lesson
plan, schedule, class list

3 + 6 individual activities +
partner, team and
whole-class activities

Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any Spanish 2 class, grades 6 to 12: every activity fills most or all of a period and reviews core A2 grammar.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

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



Classroom
REVIEW GAMES