Spanish A1 Review Sub Plans Week

Week-long sub plans: five days of print and go work for Spanish level A1, any grade, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Spanish A1 review sets for five days (15 pages)
- Calm vocab blocks: learn 8 Spanish words, then a quiet self-test (10 pages)
- Spanish team tasks (9 pages)
- Spanish games (10 pages)
- Answer keys (7 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one Spanish review set per period (a lesson with worked examples, practice and a challenge), a calm vocab block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no Spanish. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the Spanish set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 63 pages.

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YOUR WEEK AT A GLANCE (1 OF 2)

Every A1 review set of the week, with its page and what it goes over. Nothing new is taught. Any set works on any day and in every Spanish class you teach.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the top of every period on Monday: the sub sheet, three questions, the class agreement and the voice levels.	p. 10 · 15 min
A1 review 1	**Greetings, Numbers and Time** Reviews: ser and llamarse for introductions, question words, tú and usted, greetings, numbers 0 to 100 and clock times.	p. 13 · 50 min
Calm vocab	**Learn and Test: Classroom Words** Eight Spanish words to learn alone, then a quiet self-test: match each English meaning to its Spanish word.	p. 16 · 20 min
Team task	**First Bus to Last Bus** Groups of four decode a Spanish bus departure board in Mexico City and rank twelve buses from first to last, then score the gap to the true order.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

A1 review 2	**Calendar, Weather and Free Time** Reviews: gustar and encantar with me, te, le, nos and les, weather with hace, está and hay, dates, days, months, seasons and free time.	p. 21 · 50 min
Calm vocab	**Learn and Test: Weather Words** Eight Spanish words to learn alone, then a quiet self-test: write each word from its English meaning and find it in a word grid.	p. 24 · 20 min
Team task	**The Free Saturday** Groups of four read Spanish activity notes and a weather report and plan the best free Saturday of a class trip inside a dollar budget and an eight hour day.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

A1 review 3	**Family and Descriptions** Reviews: ser and estar, adjective agreement, possessives, tener for age, family and describing words.	p. 30 · 50 min
Calm vocab	**Learn and Test: Family Words** Eight Spanish words to learn alone, then a quiet self-test: a short new Spanish text with eight gaps.	p. 33 · 20 min
Team task	**The Paper Tower** Groups of four decode Spanish build rules, build the tallest free-standing tower from two sheets of paper, test it and present it in Spanish.	p. 35 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

A1 review 4	**School and Daily Routine** Reviews: present tense of regular -ar, -er and -ir verbs, reflexive verbs, frequency words, school subjects and the daily routine.	p. 39 · 50 min
Calm vocab	**Learn and Test: Routine Words** Eight Spanish words to learn alone, then a quiet self-test: put the mixed-up letters of each word in order.	p. 42 · 20 min
Team task	**The School Paper Front Page** Four editors, each holding Spanish facts nobody else has, decide which Spanish headlines fill sixty column inches of the school paper.	p. 44 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 46 · 15 min

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FRIDAY (DAY 5)

A1 review 5	**Food and Ordering** Reviews: querer, preferir and pedir, gustar with food, quisiera, food and drinks, menu prices and ordering.	p. 48 · 50 min
Calm vocab	**Learn and Test: Food Words** Eight Spanish words to learn alone, then a quiet self-test: write the words in a grid to find a Spanish mystery word.	p. 51 · 20 min
Team task	**Cooking Day or Board Games** Groups of four debate how a Spanish club should spend its money, two against two, from Spanish evidence cards, opening every speech in Spanish.	p. 53 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 55 · 15 min

How the sets work

- Every set reviews what the class has already covered. Nothing is taught for the first time.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocab block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no Spanish.

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This Week's Plan

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

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 10 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**Spanish A1 Review 1** Greetings, Numbers and Time p. 13 · 50 min	**Spanish A1 Review 2** Calendar, Weather and Free Time p. 21 · 50 min	**Spanish A1 Review 3** Family and Descriptions p. 30 · 50 min	**Spanish A1 Review 4** School and Daily Routine p. 39 · 50 min	**Spanish A1 Review 5** Food and Ordering p. 48 · 50 min
If a class finishes early or gets loud	**Learn and Test: Classroom Words** p. 16 · 20 min	**Learn and Test: Weather Words** p. 24 · 20 min	**Learn and Test: Family Words** p. 33 · 20 min	**Learn and Test: Routine Words** p. 42 · 20 min	**Learn and Test: Food Words** p. 51 · 20 min
Block period (90 minutes) only	**First Bus to Last Bus** p. 18 · 40 min	**The Free Saturday** p. 26 · 40 min	**The Paper Tower** p. 35 · 40 min	**The School Paper Front Page** p. 44 · 40 min	**Cooking Day or Board Games** p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 28 · 15 min	**Class Feud** p. 37 · 15 min	**Classroom Millionaire** p. 46 · 15 min	**Mystery Box** p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Note to the Substitute

Spanish level A1, any grade · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Spanish A1 Review 1** is Monday's set, **Review 2** is Tuesday's, and so on to **Review 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Spanish A1 set (one period, with a challenge to stretch it)
- A calm and quiet block: learn 8 Spanish words, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

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

You do not need any Spanish

Every instruction is in English. The Spanish on the pages is for the students, and it is all review of level A1: nothing new is taught this week. Every answer, including the Spanish ones, is in the key at the back, so you can read the answers out or let students check their own work. Where an answer can vary, the key gives a model answer and tells you what to accept.

At the end of each day

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

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

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Meet Your Sub

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

Opener

Sub script (the same five minutes in every class)

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

If the room is loud

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

If a period runs ten minutes short

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

Monday checklist (before first period)

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

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Spanish A1 Review 1: Greetings, Numbers and Time

A1 Review · Day 1

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

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

Word bank: greetings and question words

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

Part A. What do you say?

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

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

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

Part B. Which question word?

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

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

Culture note

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

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Spanish A1 Review 1: Names and Numbers

Complete the conversation, choose the friendly or the polite you, then write the numbers.

A1 Review · Day 1

Part C. Complete the conversation

Valentina and Mateo meet on the first day of school. Write one missing word on each line.

1. **Valentina:** ¡Hola! ¿Cómo te _____ ?
2. **Mateo:** Me _____ Mateo. ¿Y tú?
3. **Valentina:** Yo soy Valentina. Mucho _____ .
4. **Mateo:** Igualmente. ¿De dónde _____ ?
5. **Valentina:** Mi familia _____ de Colombia. ¿Y tú?
6. **Mateo:** Soy de Perú. ¿Cuántos años _____ ?
7. **Valentina:** _____ catorce años.
8. **Mateo:** ¿Cómo se _____ la profesora?
9. **Valentina:** Ana Ruiz. Ella _____ de México.
10. **Mateo:** ¡Hasta _____ ! (see you later)

Part D. tú or usted?

You meet each person below. Write T if you would use tú, or U if you would use usted.

☐ 1. your best friend
☐ 2. the school principal
☐ 3. your little cousin
☐ 4. a police officer you do not know
☐ 5. a new classmate your age
☐ 6. your friend's grandmother

Word bank: introductions and numbers

¡Hola! hello
Igualmente. Likewise.
¡Hasta mañana! See you tomorrow!
ser to be (who, what, from where)
el año year
la familia family
mucho much, a lot
la profesora teacher (a woman)
Son las dos. It is 2:00.

Numbers 0 to 100: from 31 to 99, say the tens, then y, then the ones.

0 **cero**	7 **siete**	14 **catorce**	21 **veintiuno**	28 **veintiocho**	80 **ochenta**
1 **uno**	8 **ocho**	15 **quince**	22 **veintidós**	29 **veintinueve**	90 **noventa**
2 **dos**	9 **nueve**	16 **dieciséis**	23 **veintitrés**	30 **treinta**	100 **cien**
3 **tres**	10 **diez**	17 **diecisiete**	24 **veinticuatro**	40 **cuarenta**	
4 **cuatro**	11 **once**	18 **dieciocho**	25 **veinticinco**	50 **cincuenta**	
5 **cinco**	12 **doce**	19 **diecinueve**	26 **veintiséis**	60 **sesenta**	
6 **seis**	13 **trece**	20 **veinte**	27 **veintisiete**	70 **setenta**	

Part E. Write the number in words

1. **34** _____
2. **47** _____
3. **52** _____
4. **66** _____
5. **78** _____
6. **83** _____

Part F. Write the number in digits

1. **treinta y ocho** = _____
2. **cuarenta y uno** = _____
3. **cincuenta y cinco** = _____
4. **sesenta y nueve** = _____
5. **setenta y dos** = _____
6. **noventa y seis** = _____

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Spanish A1 Review 1: Telling Time

Read the clock card. Write times in Spanish words or in digits, as each part asks.

A1 Review · Day 1

How to tell time in Spanish

- One o'clock is singular: Es la una. Every other hour is plural: Son las tres.
- Minutes after the hour use y: Son las cuatro y diez. An exact hour is en punto.
- After 30 minutes, count down to the next hour with menos: 5:50 is Son las seis menos diez.
- At a time: a las seis, a la una. Add the part of the day for a.m. or p.m.

Word bank: time and school

empezar (e to ie) to start
la clase class
el minuto minute
las matemáticas math
las ciencias science
el arte art
el almuerzo lunch
en punto sharp, on the dot
y cuarto quarter past
y media half past
menos cuarto quarter to
de la mañana a.m. (morning)
de la tarde p.m. (afternoon)
de la noche p.m. (night)
¿Qué hora es? What time is it?
Es la una. It is 1:00.
Son las dos. It is 2:00.

Clock numbers:

1 **uno**	3 **tres**	5 **cinco**	7 **siete**	9 **nueve**	11 **once**	20 **veinte**
2 **dos**	4 **cuatro**	6 **seis**	8 **ocho**	10 **diez**	12 **doce**	25 **veinticinco**

Part G. What time is it? Write the whole Spanish sentence with the part of the day.

1. **1:00 p.m.** _____
2. **8:15 a.m.** _____
3. **3:30 p.m.** _____
4. **10:45 a.m.** _____
5. **7:20 p.m.** _____
6. **9:50 p.m.** _____

Part H. Mateo's schedule: write each start time in digits with a.m. or p.m.

1. **La clase de matemáticas empieza a las ocho menos cuarto de la mañana.** _____
2. **La clase de ciencias empieza a las nueve y diez de la mañana.** _____
3. **El almuerzo empieza a las doce y veinticinco de la tarde.** _____
4. **La clase de arte empieza a las tres menos veinte de la tarde.** _____

Challenge

Answer 1 and 2 in Spanish words. For 3, write three sentences about yourself.

1. I am between cuarenta and cincuenta. My two digits add up to doce. Which number am I? _____
2. Soccer practice starts a las cuatro y media de la tarde and lasts noventa minutos. At what time does it end?

_____

3. Your name, where you are from and your age. _____

_____

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Calm Block, Day 1: Learn 8 Words

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

Calm · Day 1

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	**saludar** VERB	to say hello to someone when you meet *Yo **saludo** a mi profesora por la mañana.*	
2	**compañero** MASCULINE NOUN	a classmate, a person in your class *Mi **compañero** se llama Diego.*	
3	**pizarra** FEMININE NOUN	the big board at the front of the classroom *La profesora escribe en la **pizarra**.*	
4	**mochila** FEMININE NOUN	the bag you carry on your back to school *Mi **mochila** es azul y negra.*	
5	**cuaderno** MASCULINE NOUN	a book with empty pages for your class notes *Escribo las palabras nuevas en el **cuaderno**.*	
6	**pregunta** FEMININE NOUN	something you ask when you want to know *¿Tienes una **pregunta**?*	
7	**escuchar** VERB	to listen, to hear with attention *Nosotros **escuchamos** a la profesora.*	
8	**despacio** ADVERB	slowly, not fast *Mi abuelo habla muy **despacio**.*	

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

1 saludar 2 despacio 3 pregunta 4 escuchar 5 compañero 6 cuaderno 7 mochila 8 pizarra

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Calm Block, Day 1: Test Yourself

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

Calm · Day 1

Match each meaning to its Spanish word

Read each English meaning. Write the matching Spanish word from the box on the line.

compañero | cuaderno | despacio | escuchar | mochila | pizarra | pregunta | saludar

1. to say hello to someone when you meet _____
2. slowly, not fast _____
3. something you ask when you want to know _____
4. to listen, to hear with attention _____
5. a classmate, a person in your class _____
6. a book with empty pages for your class notes _____
7. the bag you carry on your back to school _____
8. the big board at the front of the classroom _____

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

Finished early?

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

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

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Team Task, Day 1: First Bus to Last Bus

Groups of four. Voice level 2. No phones or dictionaries. One sheet per group, one person writes, and no rank goes down until all four agree.

Team · Day 1

The challenge

Hoy es sábado. Estos son los autobuses de hoy.

A big bus station in Mexico City shows twelve buses on its board, all leaving on the same Saturday. Some buses get a clock time, some only leave **after** or **before** another bus. **Your job:** write each departure time in digits (6:45 a.m.), then rank the buses from **1 (first to leave)** to **12 (last)**. Work alone for five minutes ("My rank"), then agree on one set of group ranks, each rank used once. The sub then reads out the true order. Numbers are not in the word bank: they are part of the review.

	THE DEPARTURE BOARD	TIME (DIGITS)	MY RANK	GROUP RANK	TRUE RANK	DIFFERENCE
A	**El autobús a Querétaro sale a las nueve y media de la mañana.**					
B	**El autobús a Toluca sale veinte minutos después del autobús a Puebla.**					
C	**El autobús a Oaxaca sale a las nueve y cuarto de la noche.**					
D	**El autobús a Acapulco sale a las cuatro menos veinte de la tarde.**					
E	**El autobús a Pachuca sale cincuenta minutos después del autobús a Toluca.**					
F	**El autobús a Guadalajara sale a las diez de la noche.**					
G	**El autobús a Puebla sale a las siete menos cuarto de la mañana.**					
H	**El autobús a Taxco sale a las cuatro y cinco de la tarde.**					
I	**El autobús a Morelia sale treinta minutos después del autobús a Veracruz.**					
J	**El autobús a Veracruz sale a la una de la tarde.**					
K	**El autobús a Zacatecas sale cuarenta y cinco minutos antes del autobús a Oaxaca.**					
L	**El autobús a Tlaxcala sale a las siete de la mañana.**					
	Total difference (lower is better)					

Word bank: the departure board

hoy today **el sábado** Saturday **el autobús** bus **salir (sale)** to leave, to depart **la mañana** morning **la tarde** afternoon **la noche** night, evening **el minuto** minute **después de** after **antes de** before **y cuarto** quarter past (:15) **y media** half past (:30) **menos cuarto** quarter to (:45 of the hour before) **menos veinte** twenty to (:40 of the hour before) **la hora** hour; time (on a clock) **buenos días** good morning

Scoring

For each row: group rank minus true rank, and drop the minus sign. Add the twelve numbers.

- **0 to 8:** excellent: station manager level
- **9 to 18:** good
- **19 to 30:** fair
- **Over 30:** check the words for quarter to, after and before.

At the ticket window

1. It is morning. Greet the ticket seller politely and ask, in Spanish, what time the bus to Oaxaca leaves.

.....

2. Write the seller's answer in Spanish, with the time from the board.

.....

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Game, Day 1: Whiteboard Quiz Game

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

Game · Day 1

Set up (2 minutes)

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

Read this out

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

Keep the running score in a corner of the board. If a team argues a call, the script wins and the game moves on. The bold answer is the one to accept, but take a clear equivalent too (Ciudad de México, and y quince for y cuarto).

Greetings

100 How do you say 'good morning' in Spanish?
Buenos días

200 What does 'Mucho gusto' mean in English?
Nice to meet you

300 How do you say 'see you later' in Spanish?
Hasta luego

400 You talk to a teacher you do not know. Do you say 'tú' or 'usted'?
Usted

500 What does '¿Cómo te llamas?' mean in English?
What is your name?

Verbs

100 Which form of ser completes 'Yo ___ de México'?
soy

200 Which form of llamarse completes 'Ella ___ Ana'?
se llama

300 Which form of ser completes 'Nosotros ___ estudiantes'?
somos

400 Which form of ser completes 'Ustedes ___ de Chile'?
son

500 Which form of llamarse completes 'Tú ___ Pablo'?
te llamas

Numbers

100 What is the Spanish word for 15?
quince

200 What number is 'veintiocho'?
28

300 How do you say 50 in Spanish?
cincuenta

400 What number is 'setenta y tres'?
73

500 What is 'noventa' minus 'quince', as a number?
75

Countries

100 What is the capital city of Mexico?
Mexico City

200 Lima is the capital city of which South American country?
Peru

300 What money do people use in Spain?
The euro

400 Which Caribbean island country has Havana as its capital?
Cuba

500 Spanish and which other language are official in Paraguay?
Guarani (guaraní)

Time

100 What does 'Es la una' mean in English?
It is one o'clock

200 What time is 'las tres y media'?
3:30

300 What time is 'las ocho menos cuarto'?
7:45

400 How do you say 'It is 2:15' in Spanish?
Son las dos y cuarto

500 How do you ask 'What time is it?' in Spanish?
¿Qué hora es?

Final Wager: Spanish Speakers

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

Spanish is the main language of Mexico, Colombia and Argentina. Which big South American country speaks Portuguese instead?
Brazil

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

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Game, Day 1: The Board

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

Game · Day 1

GREETINGS	NUMBERS	TIME	VERBS	COUNTRIES
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: Spanish Speakers

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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Answer Keys (1 of 7)

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

Spanish A1 Review 1: Greetings, Numbers and Time

Part A: 1. D; 2. F; 3. B; 4. H; 5. G; 6. A; 7. E; 8. C **Part B:** 1. Cómo; 2. De dónde; 3. Dónde; 4. Cuántos; 5. Quién; 6. Qué; 7. Cuándo; 8. Cuál

Part C: 1. llamas; 2. llamo; 3. gusto; 4. eres; 5. es; 6. tienes; 7. Tengo; 8. llama; 9. es; 10. luego **Part D:** 1. T; 2. U; 3. T; 4. U; 5. T; 6. U

Part E: 1. treinta y cuatro; 2. cuarenta y siete; 3. cincuenta y dos; 4. sesenta y seis; 5. setenta y ocho; 6. ochenta y tres **Part F:** 1. 38; 2. 41; 3. 55; 4. 69; 5. 72; 6. 96

Part G: 1. Es la una en punto de la tarde. 2. Son las ocho y cuarto de la mañana. 3. Son las tres y media de la tarde. 4. Son las once menos cuarto de la mañana. 5. Son las siete y veinte de la noche. 6. Son las diez menos diez de la noche. (Also accept: 1 without en punto; y quince, y treinta; las diez y cuarenta y cinco, las nueve y cincuenta; de la tarde for 7:20 p.m.) **Part H:** 1. 7:45 a.m.; 2. 9:10 a.m.; 3. 12:25 p.m.; 4. 2:40 p.m.

Challenge: 1. cuarenta y ocho (48); 2. Termina a las seis de la tarde. (6:00 p.m.; accept a las seis de la tarde alone); 3. answers vary. Accept three sentences with the right verb forms, for example Me llamo Ana. Soy de México. Tengo trece años.

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

Match: 1. saludar; 2. despacio; 3. pregunta; 4. escuchar; 5. compañero; 6. cuaderno; 7. mochila; 8. pizarra.

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

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

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

Write and find: 1. semana; 2. fecha; 3. viento; 4. verano; 5. invierno; 6. llover; 7. nublado; 8. cumpleaños. In the grid the words run in all eight directions, some backward, without accent marks; each word is in the grid once.

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

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Spanish A1 Review 1: Names and Numbers

Complete the conversation, choose the friendly or the polite you, then write the numbers.

A1 Review · Day 1

Part C. Complete the conversation

Valentina and Mateo meet on the first day of school. Write one missing word on each line.

1. **Valentina:** ¡Hola! ¿Cómo te _____ ?
2. **Mateo:** Me _____ Mateo. ¿Y tú?
3. **Valentina:** Yo soy Valentina. Mucho _____ .
4. **Mateo:** Igualmente. ¿De dónde _____ ?
5. **Valentina:** Mi familia _____ de Colombia. ¿Y tú?
6. **Mateo:** Soy de Perú. ¿Cuántos años _____ ?
7. **Valentina:** _____ catorce años.
8. **Mateo:** ¿Cómo se _____ la profesora?
9. **Valentina:** Ana Ruiz. Ella _____ de México.
10. **Mateo:** ¡Hasta _____ ! (see you later)

Part D. tú or usted?

You meet each person below. Write T if you would use tú, or U if you would use usted.

- ☐ 1. your best friend
- ☐ 2. the school principal
- ☐ 3. your little cousin
- ☐ 4. a police officer you do not know
- ☐ 5. a new classmate your age
- ☐ 6. your friend's grandmother

Word bank: introductions and numbers

¡Hola! hello
Igualmente. Likewise.
¡Hasta mañana! See you tomorrow!
ser to be (who, what, from where)
el año year
la familia family
mucho much, a lot
la profesora teacher (a woman)
Son las dos. It is 2:00.

Numbers 0 to 100: from 31 to 99, say the tens, then y, then the ones.

0 **cero**	7 **siete**	14 **catorce**	21 **veintiuno**	28 **veintiocho**	80 **ochenta**
1 **uno**	8 **ocho**	15 **quince**	22 **veintidós**	29 **veintinueve**	90 **noventa**
2 **dos**	9 **nueve**	16 **dieciséis**	23 **veintitrés**	30 **treinta**	100 **cien**
3 **tres**	10 **diez**	17 **diecisiete**	24 **veinticuatro**	40 **cuarenta**	
4 **cuatro**	11 **once**	18 **dieciocho**	25 **veinticinco**	50 **cincuenta**	
5 **cinco**	12 **doce**	19 **diecinueve**	26 **veintiséis**	60 **sesenta**	
6 **seis**	13 **trece**	20 **veinte**	27 **veintisiete**	70 **setenta**	

Part E. Write the number in words

1. **34** _____
2. **47** _____
3. **52** _____
4. **66** _____
5. **78** _____
6. **83** _____

Part F. Write the number in digits

1. **treinta y ocho** = _____
2. **cuarenta y uno** = _____
3. **cincuenta y cinco** = _____
4. **sesenta y nueve** = _____
5. **setenta y dos** = _____
6. **noventa y seis** = _____

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7 answer-key pages, every answer checked

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