

FIRST YEAR Quarter 4

Monthly Pacing Guide Overview

Week	Focus	Key Objectives	Sample Activities
Week 1	Irregular verbs	Irregular verb conjugations, present tense	Verb charades, conversations, short stories
Week 2	Helping verbs and chores	Helping verbs; can,must, should	Matching game, chores conversations
Week 3	Reflexive verbs	Explaining daily routines	Matching game, presentation
Week 4	Past tense “to be” and “to have”	Verb conjugations of to be and to have in the past tense	Match present/past, dialogue practice
Week 5-9	End of Year reviews	End of year reviews	conversations, creative writing

Week 1: Irregular Verbs and Their Conjugations

Activity Type	Activity Detail	Standards	Objective	Vocabulary
Interpretive Listening	Verb Stories: Listen to stories using irregular verbs. Audio Clips: Identify irregular verbs in context.	NM.IL.2	Recognize irregular verbs in context	Irregular Verbs: <ul style="list-style-type: none"> • Go • Have • Be • Do • Say • Make • Take • See • Come • Get
Interpretive Reading	Verb Match: Match irregular verbs to their meanings. Reading Comprehension: Identify irregular verbs in text.	NM.IR.1, NM.IR.2	Identify irregular verbs in text	
Interpersonal Communication	Verb Charades: Act out irregular verbs for partners to guess. Verb Dialogues: Practice dialogues using irregular verbs.	NM.IC.3, NM.IC.5	Use irregular verbs in conversation	
Presentational Speaking	Verb Sentences: Create and present sentences using irregular verbs. Mini-Dramas: Perform short skits incorporating irregular verbs.	NM.PS.1, NM.PS.2	Use irregular verbs in sentences	
Presentational Writing	Verb Stories: Write short stories using irregular verbs. Conjugation Charts: Complete charts with irregular verb conjugations.	NM.PW.1, NM.PW.2	Use irregular verbs in writing	

Examples:

- English: I go to school. She has a book.
- Spanish: Voy a la escuela. Ella tiene un libro.
- French: Je vais à l'école. Elle a un livre.
- German: Ich gehe zur Schule. Sie hat ein Buch.

Week 2: Helping Verbs (Can, Must, Should) and Chores Vocabulary

Activity Type	Activity Detail	Standards	Objective	Vocabulary
Interpretive Listening	Chore Stories: Listen to stories about daily chores using helping verbs. Audio Exercises: Identify helping verbs in context.	NM.IL.3	Recognize helping verbs in context	Helping Verbs and Chores Vocabulary: <ul style="list-style-type: none"> • Can • Must • Should • Clean • Wash • Cook • Sweep • Dust • Vacuum • Trash
Interpretive Reading	Chore Match: Match chores to pictures and descriptions. Reading Comprehension: Identify helping verbs in texts.	NM.IR.1, NM.IR.2	Identify chores and helping verbs in text	
Interpersonal Communication	Chore Conversations: Discuss chores using helping verbs. Helping Verb Practice: Role-play scenarios using helping verbs.	NM.IC.3, NM.IC.6	Use helping verbs in conversation	
Presentational Speaking	Chore Presentation: Present on chores using helping verbs. Chore Debates: Debate the necessity of certain chores using helping verbs.	NM.PS.1, NM.PS.3	Describe chores using helping verbs	
Presentational Writing	Chore Writing: Write about daily chores using helping verbs. Chore Essays: Write essays on the importance of chores.	NM.PW.1, NM.PW.2	Write using helping verbs and chores vocabulary	

Examples:

- English: I can clean my room. You must wash the dishes.
- Spanish: Puedo limpiar mi habitación. Debes lavar los platos.
- French: Je peux nettoyer ma chambre. Tu dois faire la vaisselle.
- German: Ich kann mein Zimmer putzen. Du musst das Geschirr spülen.

Week 3: Reflexive Verbs, Getting Ready for the Day Vocabulary, Review Times

Activity Type	Activity Detail	Standards	Objective	Vocabulary
Interpretive Listening	Morning Routine: Listen to descriptions of morning routines using reflexive verbs. Time Exercises: Practice identifying times in context.	NM.IL.3	Recognize reflexive verbs and times	Reflexive Verbs, Getting Ready for the Day Vocabulary, Review Times: <ul style="list-style-type: none"> Wake up Get dressed Brush (teeth, hair) Shower Prepare Leave Breakfast Time expressions (morning, afternoon, evening)
Interpretive Reading	Routine Match: Match routines to pictures and reflexive verbs. Time Reading: Identify times in written schedules.	NM.IR.1, NM.IR.2	Identify reflexive verbs and times in text	
Interpersonal Communication	Morning Conversations: Discuss morning routines using reflexive verbs. Time Dialogues: Practice dialogues incorporating time expressions.	NM.IC.3, NM.IC.6	Use reflexive verbs and time expressions in conversation	
Presentational Speaking	Routine Presentation: Present on your morning routine using reflexive verbs. Time Talks: Describe daily schedules using time expressions.	NM.PS.1, NM.PS.3	Use reflexive verbs & time expressions in presentations	
Presentational Writing	Routine Writing: Write about your morning routine using reflexive verbs. Time Stories: Write stories incorporating time expressions.	NM.PW.1, NM.PW.2	Write using reflexive verbs and time expressions	

Examples:

- English: I wake up at 7:00. She brushes her teeth.
- Spanish: Me despierto a las 7:00. Ella se cepilla los dientes.
- French: Je me réveille à 7 heures. Elle se brosse les dents.
- German: Ich wache um 7:00 Uhr auf. Sie putzt sich die Zähne.

Week 4: Past Tense of "To Have" and "To Be"

Activity Type	Activity Detail	Standards	Objective	Vocabulary
Interpretive Listening	Past Stories: Listen to stories using past tense of "to have" and "to be". Audio Exercises: Identify past tense verbs in context.	NM.IL.3	Recognize past tense verbs in context	Past Tense of "To Have" and "To Be": <ul style="list-style-type: none"> • Was/were • Had • Lived • Went • Saw • Did • Made • Took • Said • Came
Interpretive Reading	Past Match: Match past tense sentences to images. Past Reading: Identify past tense verbs in texts.	NM.IR.1, NM.IR.2	Identify past tense verbs in text	
Interpersonal Communication	Past Conversations: Discuss past events using past tense verbs. Past Dialogues: Practice dialogues using past tense verbs.	NM.IC.3, NM.IC.6	Use past tense verbs in conversation	
Presentational Speaking	Past Presentation: Present on past events using past tense verbs. Past Talks: Describe historical events using past tense.	NM.PS.1, NM.PS.3	Use past tense verbs in presentations	
Presentational Writing	Past Writing: Write about past events using past tense verbs. Past Essays: Write essays on historical events.	NM.PW.1, NM.PW.2	Write using past tense verbs	

Examples:

- English: I was happy. She had a cat.
- Spanish: Yo estaba feliz. Ella tenía un gato.
- French: J'étais heureux. Elle avait un chat.
- German: Ich war glücklich. Sie hatte eine Katze.

Weeks 5-9: End of Year Review of All Topics Covered

Activity Type	Activity Detail	Standards	Objective	Vocabulary
Interpretive Listening	Review Games: Participate in listening games using all vocabulary. Audio Challenges: Complete listening comprehension challenges.	All standards from previous weeks	Review listening comprehension	Review all previous vocabulary
Interpretive Reading	Reading Competitions: Engage in reading races using all vocabulary. Reading Quizzes: Complete reading comprehension quizzes.	All standards from previous weeks	Reinforce reading skills	
Interpersonal Communication	Interview Practice: Conduct interviews using all learned vocabulary. Conversation Circles: Practice speaking with multiple partners.	All standards from previous weeks	Enhance conversational skills	
Presentation Speaking	Presentation Practice: Prepare and deliver presentations using all vocabulary. Speech Contests: Participate in speech competitions.	All standards from previous weeks	Practice presentation skills	
Presentation Writing	Writing Challenges: Complete creative writing exercises using all vocabulary. Writing Competitions: Compete in writing challenges.	All standards from previous weeks	Enhance writing skills	

Continue similar activities with varied focus on different skills for Weeks 6-9 to ensure comprehensive review and reinforcement of all topics covered throughout the year.