### **Lesson Plan for Level I Spanish: Exploring Costa Rican Cuisine**

This lesson plan has a section for differentiation and for notes. It also has an interesting aspect to the closure that tells students what they will be doing in a future lesson.

#### Objective:

By the end of this 45-minute lesson, students will be able to:

* Describe a typical Costa Rican restaurant.
* Ask and answer questions about how much something costs in Spanish.
* Identify foods served at a Costa Rican restaurant by looking at a menu.

#### Materials Needed:

* PowerPoint slides or printed visuals of Costa Rican restaurants and menus
* Audio recordings of dialogues in a Costa Rican restaurant
* Flashcards of vocabulary related to food, restaurant settings, and cost
* Play money or printed images of Costa Rican colones for role-play activities
* Handouts with menu items and prices for group work

#### Lesson Structure:

1. Warm-up (5 minutes)

* Begin with a brief discussion in English about what students know about Costa Rica and its cuisine. Ask if anyone has ever visited a Costa Rican restaurant.
* Transition to Spanish by introducing basic vocabulary related to restaurants (restaurante, menú, comida) with accompanying visuals.

2. Introduction to Costa Rican Restaurants (10 minutes)

* Show pictures of typical Costa Rican restaurants, highlighting the casual dining atmosphere and popular dishes.
* Present vocabulary related to restaurant settings, such as "mesa" (table), "silla" (chair), "camarero/camarera" (waiter/waitress), and phrases like "¿Una mesa para cuántos?" (A table for how many?).
* Introduce common Costa Rican dishes using visuals (e.g., "gallo pinto," "casado," "ceviche") and have students repeat after you.

3. Role-play: Ordering and Asking About Prices (15 minutes)

* Divide the class into pairs and distribute flashcards with vocabulary for ordering food and asking about prices, such as "¿Cuánto cuesta...?" (How much does... cost?) and "Me gustaría..." (I would like...).
* Provide each pair with play money or images of Costa Rican colones.
* Students take turns playing the role of a customer and a waiter, practicing ordering food and asking about prices, using the play money to simulate payment.

4. Menu Reading Activity (10 minutes)

* Hand out copies of a simplified Costa Rican restaurant menu with pictures, names of dishes, and prices in colones.
* In pairs, students practice identifying foods on the menu and discuss in Spanish what they would like to order, focusing on understanding and using the vocabulary learned.
* Facilitate a group discussion, asking students to share what they found interesting or would like to try, encouraging use of Spanish phrases learned.

5. Closure (5 minutes)

* Recap the key vocabulary and phrases learned in the lesson. Ask students to share one new word or phrase they learned today.
* Briefly discuss the cultural significance of sharing meals in Costa Rican culture.
* Announce that the next lesson will focus on preparing and describing a popular Costa Rican dish, encouraging them to look forward to applying what they've learned in a new context.

#### Assessment:

* Informal assessment through observation of participation in discussions, role-play, and menu reading activities.
* Collect the menu reading activity sheets to assess understanding of vocabulary related to foods and prices.

#### Differentiation:

* Provide support by offering word banks for lower-level learners during role-play and menu activities.
* Challenge advanced learners by asking them to create their own dialogues or descriptions of their ideal meal at a Costa Rican restaurant.

#### Notes:

* Ensure that audiovisual materials are accessible to all students, including those with visual and auditory impairments.
* Be mindful of students with dietary restrictions or food allergies when discussing specific dishes.