# **Lesson Plan: Exploring a Costa Rican Restaurant**

## **Class Level: High School Level I Spanish**

## **Class Size: 30 Students**

## **Proficiency Level: Novice**

## **Lesson Duration: 45 Minutes**

### **Objectives:**

* Students will be able to describe a typical Costa Rican restaurant in Spanish.
* Students will learn to ask and answer questions about the cost of items in Spanish.
* Students will identify and describe foods served at a restaurant by looking at a menu in Spanish.

### **Materials Needed:**

* Projector and screen for visuals and presentations
* Handouts of a typical Costa Rican restaurant menu (in Spanish)
* Flashcards with vocabulary related to restaurants, foods, and prices
* Role-play script templates
* Whiteboard and markers

### **Lesson Outline:**

#### 1. Introduction (5 minutes)

* Begin with a brief introduction to Costa Rican cuisine, highlighting its uniqueness and diversity.
* Present the lesson objectives to the students.

#### 2. Vocabulary Introduction (10 minutes)

* Introduce key vocabulary with the help of flashcards, including words for common Costa Rican dishes (e.g., "gallo pinto," "casado"), restaurant-related terms (e.g., "menú," "mesero/a"), and phrases to ask about prices (e.g., "¿Cuánto cuesta esto?").
* Practice pronunciation as a class, and encourage individual attempts.

#### 3. Describing a Costa Rican Restaurant (10 minutes)

* Use the projector to show images of a typical Costa Rican restaurant, including the interior, exterior, and dishes served.
* In pairs, have students use the new vocabulary to describe what they see in the pictures. They should focus on the ambiance, the type of food offered, and imagine the flavors and smells.
* Share descriptions with the class to foster group discussion.

#### 4. Role-play Activity: Ordering at a Restaurant (10 minutes) Independent Practice

* Divide the class into pairs. Each pair receives a menu handout and a role-play script template.
* One student plays the role of a waiter/waitress, and the other is a customer. The customer asks for the prices of different items using the phrase "¿Cuánto cuesta...?" and decides what to order based on the waiter's responses.
* Rotate roles after 5 minutes to ensure each student practices both roles.

#### 5. Menu Identification Activity (5 minutes)

* Present a menu on the projector screen, and ask students to identify and name different foods listed on the menu in Spanish.
* Discuss any unfamiliar words, and explain the ingredients or preparation methods of each dish.

#### 6. Wrap-Up and Homework Assignment (5 minutes)

* Briefly review the key vocabulary and phrases learned in the lesson.
* For homework, ask students to create a simple menu for a fictional Costa Rican restaurant, including at least three dishes with prices. They should also prepare a short paragraph describing their restaurant's ambiance and specialties.

### **Assessment:**

* Informal assessment through participation in vocabulary introduction, group discussion, and role-play activities.
* Evaluation of homework assignments for understanding of lesson objectives and correct use of vocabulary and phrases.

### **Adaptations for Remote Learning:**

* Use virtual breakout rooms for the pair activities.
* Share digital handouts and resources via the learning management system.
* Conduct the lesson through video conferencing software, utilizing screen sharing for presentations and visuals.