Certainly! Below is a structured 45-minute lesson plan for a high school Level I Spanish class focusing on the objectives you provided, designed to cater to students at the novice level of proficiency according to the ACTFL Proficiency Guidelines.

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

#### Objective 1: Describe a typical Costa Rican restaurant.

#### Objective 2: Ask and answer questions about how much something costs.

#### Objective 3: Identify foods served at a restaurant by looking at the menu.

### **Materials Needed:**

* Pictures of Costa Rican restaurants
* Sample menus from Costa Rican restaurants (in Spanish)
* Flashcards with key vocabulary (restaurant items, foods, numbers, etc.)
* Projector or smartboard for displaying images and examples
* Handouts with activities for practice

### **Lesson Plan Breakdown:**

This lesson has one more activity than those in Prompt 1.1 and 1.2, so I will consider both Activity 1 and 2 to be the guided practice. Actually, I don’t like Activity 3 as the independent practice, so I’m going to consider that part of the closure.

#### Warm-Up (5 minutes)

* Begin with a brief discussion: Ask students if they have ever been to a Costa Rican restaurant or have tried Costa Rican cuisine. Share a couple of images of Costa Rican restaurants and briefly describe the ambiance and types of foods typically served, using simple Spanish phrases and vocabulary.

#### Introduction to Vocabulary (10 minutes) considering this teacher input

* Introduce key vocabulary needed for the lesson through flashcards. This includes words for different types of foods commonly found in Costa Rican cuisine (e.g., "casado," "gallo pinto," "ceviche"), phrases to ask and answer about prices (e.g., "¿Cuánto cuesta?", "Cuesta..."), and vocabulary related to the restaurant setting (e.g., "mesa," "menú," "camarero").
* Practice pronunciation and meaning as a class.

#### Activity 1: Describing a Restaurant (10 minutes)

* Divide the class into small groups. Provide each group with a picture of a different Costa Rican restaurant and a list of descriptive vocabulary (adjectives, nouns) in Spanish.
* Each group will write a short paragraph in Spanish describing their assigned restaurant, using the vocabulary provided. Encourage creativity and the use of complete sentences.
* Have a representative from each group read their description to the class.

#### Activity 2: Role-Playing (10 minutes)

* In pairs, students will role-play a scenario in a Costa Rican restaurant. One student plays the role of a waiter, and the other is a customer.
* The waiter will present the menu (from the sample menus provided), and the customer will ask about the prices of different dishes using the phrase "¿Cuánto cuesta...?" The waiter will respond with prices, and the customer will order.
* Encourage students to switch roles and to use as much of the new vocabulary as possible.

#### Activity 3: Menu Scavenger Hunt (5 minutes) considering this part of closure.

* Provide each student with a different menu from a Costa Rican restaurant (in Spanish).
* Conduct a quick "scavenger hunt" where students must find and identify specific items on the menu, such as the most expensive dish, a vegetarian option, or a traditional Costa Rican dish.
* This activity helps students familiarize themselves with reading menus in Spanish and reinforces vocabulary for food and prices.

#### Wrap-Up and Homework (5 minutes)

* Conclude the lesson by summarizing the day's activities and highlighting the key vocabulary and phrases learned.
* For homework, assign students to write a short review of a fictional visit to a Costa Rican restaurant, incorporating vocabulary and phrases from the lesson. They should describe the restaurant's atmosphere, what they ordered, and how much it cost.

### **Assessment:**

* Participation in class discussions and activities.
* Accuracy and creativity in the group and pair activities.
* Completion and quality of the homework assignment.

This lesson plan is designed to be interactive and engaging, allowing students to practice and apply their Spanish skills in a culturally relevant context. Adjustments can be made based on the class's pace and comprehension.