### **Spanish Level I: Exploring Costa Rican Cuisine**

#### Lesson Duration: 45 minutes

#### Class Size: 30 students

#### Proficiency Level: Novice (ACTFL Guidelines)

### **Objectives:**

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

### **Materials Needed:**

* PowerPoint presentation with images of Costa Rican restaurants and foods
* Printed menus from Costa Rican restaurants (in Spanish)
* Flashcards with vocabulary words (food items, prices, restaurant decor)
* Audio recordings of people ordering food in Spanish
* Handouts with activities and exercises

### **Lesson Plan:**

#### 1. Introduction (5 minutes)

* Begin with a brief introduction to Costa Rica and its culinary culture. Show images of typical Costa Rican restaurants and highlight their unique aspects.
* Introduce the objectives of the lesson to the students.

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

* Use the PowerPoint presentation to introduce key vocabulary related to restaurants, foods commonly served in Costa Rica (e.g., gallo pinto, casado, ceviche), and phrases to ask about prices.
* Conduct a call-and-response activity to practice pronunciation.

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

* Divide students into small groups and provide them with flashcards depicting different aspects of a Costa Rican restaurant (e.g., tables, decorations, types of dishes served).
* Each group creates a short description of a restaurant using the vocabulary learned. Encourage them to imagine they are visiting the restaurant and describe what they see, smell, and hear.
* Groups share their descriptions with the class.

#### 4. Role-Play Activity: Ordering Food and Asking About Prices (10 minutes)

* In pairs, students use the printed menus to role-play ordering food at a Costa Rican restaurant. One student acts as the customer, and the other as the waiter/waitress.
* Focus on using phrases to ask about the cost of dishes and how to respond. Provide sentence starters to help them form questions and answers.

#### 5. Menu Reading Exercise (5 minutes)

* Distribute different menus to each group. Challenge students to identify specific foods on the menu based on the vocabulary learned. They should also try to figure out the price of each dish.
* Discuss as a class. Highlight any new vocabulary and add it to the list of learned words.

#### 6. Wrap-up and Reflection (5 minutes)

* Review the key vocabulary and phrases learned during the lesson.
* Ask students to share one new thing they learned about Costa Rican culture or cuisine.
* Briefly introduce the next lesson's topic and objectives to create a connection and build anticipation.

### **Assessment:**

* Informal assessment through observation during group activities and role-plays.
* Collect the descriptions of the Costa Rican restaurants for written feedback.
* Quick quiz on the vocabulary and phrases learned (can be done as an exit ticket).

### **Follow-Up:**

* Encourage students to research more about Costa Rican cuisine and perhaps try cooking a simple Costa Rican dish at home.
* Suggest using language learning apps to practice vocabulary and listening skills related to food and restaurant scenarios.