Creating an engaging and interactive 45-minute Spanish lesson plan for high school Level I students at the novice level of proficiency involves incorporating various activities that align with the ACTFL Proficiency guidelines. The lesson will be centered on the theme of Costa Rican culture, specifically focusing on restaurants and food. This lesson aims to develop students' language skills in describing places, asking and answering questions about prices, and identifying food items from a menu in Spanish.

### **Lesson Plan: Discovering Costa Rican Cuisine**

Objective 1: I can describe a typical Costa Rican restaurant.  
Objective 2: I can ask and answer questions about how much something costs.  
Objective 3: I can identify the foods served at a restaurant by looking at the menu.

#### Materials Needed:

* Pictures of Costa Rican restaurants
* Sample menus from Costa Rican restaurants (real or created for this lesson)
* Flashcards with vocabulary related to food, prices, and restaurant settings
* Worksheets for practice activities
* Audio recordings of dialogues in a restaurant setting (optional)

#### Lesson Structure:

Warm-Up (5 minutes):

* Begin with a brief discussion about Costa Rican culture and cuisine. Ask students if they have ever eaten at a Latin American restaurant and what they enjoyed about the experience.
* Show pictures of Costa Rican restaurants and briefly describe them using simple Spanish phrases, encouraging students to repeat.

Introduction to Vocabulary (10 minutes):

Flashcards are so boring. Repeating after me is so boring. We need more question examples in these lesson plans.

* Introduce new vocabulary related to restaurants, food items typically found in Costa Rican cuisine, and phrases for asking about prices. Use flashcards and have students repeat after you.
* Conduct a quick matching game: display pictures of food items and have students match them with their corresponding Spanish names.

Activity 1: Describing a Costa Rican Restaurant (10 minutes):

Students are describing appearance of restaurant but did not learn about that in teacher input as far as I can tell

* Divide the class into small groups. Each group receives a picture of a different Costa Rican restaurant and a set of vocabulary words.
* Groups describe their restaurant to the class using the new vocabulary. Encourage the use of complete sentences. For example, "El restaurante es grande y tiene muchas plantas."

Activity 2: Role-Play - Asking and Answering Questions About Prices (10 minutes):

* In pairs, students practice a role-play where one student is the customer asking about the prices of different menu items, and the other student is the waiter responding. Provide each pair with a sample menu.
* Rotate roles after 5 minutes to give each student the chance to practice both roles.

Activity 3: Identifying Foods on a Menu (5 minutes):

This should come before previous activity

* Distribute sample menus to each student or pair of students.
* Conduct a scavenger hunt activity where students have to find and write down the Spanish names for various food items listed in English on the board.

Wrap-Up (5 minutes):

* Review key vocabulary and phrases learned in the lesson. Ask students to share one new word or phrase they learned and how they might use it.
* Assign homework: Students create a simple menu for a Costa Rican restaurant, including at least five food items and their prices in Spanish.

Assessment:

* Informal assessment through participation in class activities.
* Review of the menus created as homework to assess understanding of food vocabulary and prices.

This lesson plan incorporates visual, auditory, and kinesthetic learning strategies to engage students of different learning styles. It also fosters communicative competence by encouraging students to use Spanish in practical, real-life situations.