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

#### Grade Level: High School Spanish I

#### Class Size: 30 Students

#### Duration: 45 Minutes

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

### **Lesson Objectives:**

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

### **Materials Needed:**

* Projector and screen for displaying images and menus.
* Handouts of a Costa Rican restaurant menu (in Spanish).
* Flashcards with vocabulary related to restaurants, foods, and numbers.
* Worksheets for practice exercises.

### **Lesson Outline:**

#### 1. Warm-Up Activity (5 minutes)

* Begin with a brief discussion about Costa Rican culture, focusing on its cuisine. Ask students what they know about Costa Rican food and if they have ever visited a Costa Rican restaurant.

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

* Introduce vocabulary related to restaurants, foods, and pricing using flashcards. Include words like *restaurante* (restaurant), *menú* (menu), *¿Cuánto cuesta?* (How much does it cost?), and various food items commonly found in Costa Rican cuisine (e.g., *gallo pinto*, *casado*, *ceviche*).
* Practice pronunciation and meaning through repetition and simple matching activities.

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

* Show images of a typical Costa Rican restaurant, highlighting its ambiance, decor, and some popular dishes.
* Using guided prompts, encourage students to describe the restaurant and the dishes shown in the pictures using the newly learned vocabulary. For example, "El restaurante es grande y colorido. En el menú, hay gallo pinto."
* Pair students up and have them take turns describing the restaurant or a dish to their partner.

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

* In pairs, students will engage in a role-play activity. One student plays the customer, and the other plays the waiter/waitress. The customer will ask about dishes on the menu (using the handouts) and their prices, and the waiter/waitress will respond.
* Encourage the use of phrases like *¿Qué me recomienda?* (What do you recommend?), *Quiero pedir...* (I would like to order...), and *¿Cuánto cuesta esto?* (How much does this cost?).

#### 5. Identifying Foods on the Menu (5 minutes)

* Distribute the menu handouts and have students work individually to match pictures of dishes to their names and descriptions on the menu. This activity will reinforce their ability to identify foods and understand menu items in Spanish.

#### 6. 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, ask students to write a short paragraph describing their favorite meal from the menu, including its price and why they would like to try it.

### **Assessment:**

* Informal observation of students' participation in discussions and role-play activities.
* Review of completed menu matching worksheets.
* Evaluation of homework assignments for accurate use of vocabulary and grammar.

### **Notes:**

* Adapt the lesson to accommodate different learning styles by including visual, auditory, and kinesthetic activities.
* Ensure that all students are engaged during the role-play by rotating roles and partners.
* Provide additional support and scaffolding as needed, especially for students who may find pronunciation or sentence construction challenging.