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

#### Objective:

By the end of this 45-minute lesson, students at the novice level of Spanish proficiency will be able to:

* Describe a typical Costa Rican restaurant.
* Ask and answer questions about the cost of menu items.
* Identify foods served at a Costa Rican restaurant by looking at a menu.

#### Materials:

* Pictures of Costa Rican restaurants and their interior settings.
* Sample menus from Costa Rican restaurants (in Spanish).
* Flashcards with vocabulary related to restaurant settings, food items, and prices.
* Worksheets for practice activities.
* Audio recordings of people ordering food in a Costa Rican restaurant (optional).

#### Lesson Structure:

Warm-Up (5 minutes):

* Begin with a brief introduction to Costa Rican culture, focusing on its cuisine. Show pictures of typical Costa Rican restaurants and dishes to engage students and activate prior knowledge.

Introduction to Vocabulary (10 minutes):

* Introduce vocabulary related to restaurant settings (e.g., "mesa" for table, "silla" for chair), food items commonly found in Costa Rican cuisine (e.g., "gallo pinto," "casado," "ceviche"), and expressions for asking about prices (e.g., "¿Cuánto cuesta?" for "How much does it cost?").
* Use flashcards to present the new vocabulary. Encourage repetition and provide pronunciation guidance.

Interactive Activity: Menu Exploration (10 minutes):

* Distribute sample menus from Costa Rican restaurants to students. In pairs, students will explore the menu, identifying and discussing the foods listed. This activity will help them apply their new vocabulary in a real-world context.
* Ask students to identify items on the menu they would like to try, encouraging them to use Spanish to express their choices.

Role-Play Activity: Ordering Food (10 minutes):

* In pairs, students will role-play a scenario where one is a customer and the other is a waiter/waitress in a Costa Rican restaurant. They will practice asking and answering questions about the cost of items and making orders using the vocabulary learned.
* Provide prompts or a simple script for lower-level students to reduce anxiety and support their speaking practice.

Wrap-Up and Reflection (5 minutes):

* Group discussion on what they learned about Costa Rican cuisine and restaurants. Ask students to describe one food item they would like to try and why.
* Quick review of the key vocabulary and phrases learned during the lesson.

Homework:

* Students will create a simple menu for a fictional Costa Rican restaurant, including at least five food items with prices. They are encouraged to use vocabulary and expressions learned during the lesson.

Assessment:

* Informal assessment through observation during the role-play and menu exploration activities.
* Review of homework assignments for correct use of vocabulary and expressions related to restaurant settings, food items, and asking about prices.

This lesson plan is designed to be interactive and engaging, utilizing visuals, real-world materials, and role-play to facilitate language acquisition in a context that reflects students' interests and the cultural aspects of Costa Rican cuisine.