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

#### Grade Level: High School Level I Spanish

#### Class Size: 30 Students

#### Proficiency Level: Novice (ACTFL)

#### Lesson Duration: 45 minutes

#### Lesson Objectives:

* Students will be able to describe a typical Costa Rican restaurant.
* Students will be able to ask and answer questions about how much something costs.
* Students will be able to identify the foods served at a restaurant by looking at a menu.

### **Materials Needed:**

* Pictures of Costa Rican restaurants (interior and exterior)
* Sample menus from Costa Rican restaurants (in Spanish)
* Flashcards with vocabulary related to restaurants, food, and prices
* Interactive whiteboard or projector
* Handouts with exercises on menu reading and price asking/answering

### **Warm-Up (5 minutes)**

* Begin with a brief discussion in Spanish about students’ favorite foods and whether they have ever eaten at a Costa Rican restaurant.
* Show pictures of Costa Rican restaurants to generate interest and ask students what they observe about the setting, atmosphere, etc.

### **Introduction to Vocabulary (10 minutes)**

* Introduce vocabulary related to restaurants, food items typically served in Costa Rican restaurants (e.g., "gallo pinto," "casado," "ceviche"), and expressions for asking and answering about prices.
* Use flashcards and images to help students associate words with pictures.
* Practice pronunciation and brief definitions in context.

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

* Divide the class into small groups.
* Each group receives a picture of a different Costa Rican restaurant (interior or exterior) and a list of vocabulary words.
* Groups have to describe their restaurant to the class using the vocabulary, focusing on atmosphere, types of food served, and any unique characteristics.

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

* Students pair up for a role-play activity.
* One student plays the role of a customer asking about the prices of different menu items, and the other plays the role of the waiter/waitress.
* Use a sample menu from a Costa Rican restaurant for reference.
* Swap roles after 5 minutes.

### **Activity 3: Menu Reading (10 minutes)**

* Provide students with sample menus from Costa Rican restaurants (in Spanish).
* Hand out exercises that require students to identify certain foods on the menu and their prices.
* Students work individually or in pairs to complete the exercise.
* Review answers as a class, ensuring to reinforce vocabulary and phrases learned during the lesson.

### **Closure (5 minutes)**

* Recap the lesson’s objectives and vocabulary.
* Ask students to share one new thing they learned about Costa Rican cuisine.
* Briefly discuss the importance of being able to navigate restaurant menus and conversations in Spanish-speaking countries.
* Assign homework: Students write a short paragraph describing their ideal visit to a Costa Rican restaurant, including what they would order and how they would ask for the price.

### **Assessment:**

* Observation of student participation and engagement during discussions and activities.
* Evaluation of role-play exercises for correct use of vocabulary and phrases.
* Review of completed menu reading exercises for understanding.

### **Adjustments for Differentiated Instruction:**

* Provide vocabulary lists with images for visual learners.
* Offer sentence starters for students who need more support during the role-play and description activities.
* Challenge advanced students with additional menu items and prices to discuss and analyze.