Based on the ACTFL Proficiency Guidelines and addressing the objectives of describing a typical Costa Rican restaurant, asking and answering questions about costs, and identifying foods served at a restaurant by looking at the menu, here is a 45-minute lesson plan tailored for a Level I Spanish classroom with 30 students at the novice level of proficiency. This lesson incorporates the ACTFL world-readiness standards to the maximum extent possible within the constraints of the lesson's objectives and the novice level of proficiency.

### **Lesson Plan: Exploring a Costa Rican Restaurant**

#### 1. Hook (5 minutes) - This hits culture standard which is good, but 3.1 was better because it also hit communication standard. This focus and review doesn’t indicate that students are doing anything or talking at all. Prompt 3.1 did.

* Activity: Begin with a short video clip or slideshow featuring Costa Rican restaurants, highlighting the vibrant atmosphere, colorful dishes, and typical menu items.
* ACTFL Standards Addressed: 1.2 Cultural Understanding
* Materials/Technology: Projector or smartboard for video/slideshow.

#### 2. Statement of Objective/Can-Do Statement for Students (2 minutes)

This time chatgpt added that students would talk about FAVORITE foods.

* Activity: Clearly state the lesson objectives using student-friendly language: "Today, we're going to learn how to talk about our favorite foods at a Costa Rican restaurant, ask how much they cost, and understand a restaurant menu in Spanish."

#### 3. Teacher Input (10 minutes)

Standards 1.1 and 1.3 are not addressed here.

* Activity: Introduce vocabulary and phrases related to restaurant themes, such as types of food, asking for the bill, and inquiring about prices. Use visual aids and realia (such as a mock menu) to support understanding.
* ACTFL Standards Addressed: 1.1 Interpersonal Communication, 1.3 Presentational Speaking
* Materials/Technology: Flashcards, mock menu.

#### 4. Guided Practice (10 minutes)

* Activity: Conduct a role-play activity where students practice ordering food, asking about prices, and describing the restaurant setting in pairs. Provide scaffolded prompts and sentence starters to support student responses.
* ACTFL Standards Addressed: 1.1 Interpersonal Communication
* Materials/Technology: Role-play cards, menus.

#### 5. Independent Practice (10 minutes)

This isn’t logical sequencing, students should have done this first before they had to use the language.

* Activity: Students work individually on a worksheet that asks them to match pictures of Costa Rican dishes with their names in Spanish and their prices. This will also include a short menu reading activity where they answer questions about what they can order within a certain budget.
* ACTFL Standards Addressed: 1.2 Interpretive Reading
* Materials/Technology: Worksheets, pictures of dishes.

#### 6. Closure (8 minutes)

* Activity: Have a quick round of "restaurant rapid fire" where students, in a whole-group setting, take turns asking and answering questions about the restaurant theme. Conclude by summarizing key vocabulary and expressions learned in the lesson.
* ACTFL Standards Addressed: 1.1 Interpersonal Communication
* Materials/Technology: None.

This lesson plan is designed to be engaging and interactive, allowing students to practice the new language in a variety of contexts while also learning about Costa Rican culture. By the end of the lesson, students should feel more comfortable discussing food, prices, and restaurant scenarios in Spanish, thereby meeting the stated objectives.