1Based on the provided format and the lesson objectives, here is a detailed lesson plan for a Level I Spanish class focused on describing a typical Costa Rican restaurant, asking and answering questions about costs, and identifying foods on a menu, integrating the ACTFL World-Readiness Standards for Language Learning.

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

Objective: Students will be able to describe a typical Costa Rican restaurant, ask and answer questions about how much items cost, and identify foods served in a restaurant by looking at the menu.

ACTFL Standards Addressed:

* Interpersonal Communication: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
* Interpretive Communication: Understand and interpret written and spoken language on a variety of topics.
* Presentational Communication: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
* Cultures: Gain knowledge and understanding of other cultures.
* Comparisons: Develop insight into the nature of language and culture by comparing the students’ language and culture with another.

#### 1. Hook (5 minutes) no interaction or student involvement here. Apparently “hook” does not mean interaction to chatgpta - so we need to call it focus and review.

* Activity: Quick video showcasing a vibrant Costa Rican restaurant scene, highlighting local foods, prices, and restaurant ambiance.
* ACTFL Standards Addressed: Cultures, Comparisons.

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

* Objective: "Today, we will learn how to describe restaurants in Costa Rica, talk about food prices, and identify menu items. By the end, you'll be able to confidently ask about and discuss food in a Spanish-speaking setting!"

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

* Activity: Introduction of vocabulary and phrases related to restaurants, food, and prices in Spanish, using slides and realia (menus, pictures).
* Interaction: Teacher asks students predictive questions about foods they might find in a Costa Rican restaurant and their prices.
* ACTFL Standards Addressed: Interpersonal Communication, Interpretive Communication.

#### 4. Guided Practice (10 minutes) In 5.1, chatgpt tells us it FLOWs.

* Activity: In pairs, students practice role-playing as a waiter and a customer, using a menu to ask and answer questions about food and prices in Spanish.
* Flow: Builds on the vocabulary and phrases introduced in the Teacher Input section.
* ACTFL Standards Addressed: Interpersonal Communication.

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

* Activity: Students individually create a brief menu for a Costa Rican restaurant including descriptions and prices. They prepare to present their menu to the class.
* Flow: Encourages use of new vocabulary and phrases in a creative context.
* ACTFL Standards Addressed: Presentational Communication, Interpretive Communication.

#### 6. Closure (8 minutes)

* Activity: Students share their menus with the class, practicing their presentational skills. Classmates vote on the most authentic and creative menu.
* Data Collection: Teacher assesses students' ability to use new language related to food, prices, and descriptions.
* ACTFL Standards Addressed: Presentational Communication, Interpersonal Communication.

#### Materials/Technology:

* Video clip of a Costa Rican restaurant.
* Projector/Smartboard for displaying slides and videos.
* Handouts of sample menus.
* Images of Costa Rican foods and restaurants.

Cultural Connections: This lesson plan emphasizes understanding Costa Rican culture through its cuisine and dining practices, helping students make connections between their own experiences and those of another culture.

Relevance to Learners: By focusing on the practical application of language skills in a dining context, the lesson is directly relevant to students' real-world experiences and interests, especially those planning to travel or with a keen interest in gastronomy.