Based on the provided format and lesson objectives, here is a detailed lesson plan for a high school Level I Spanish class focusing on Costa Rican restaurants, asking and answering questions about prices, and identifying foods on a menu.

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

#### 1. Hook (5 minutes)

* Activity: Briefly show a colorful and engaging video clip of a bustling Costa Rican restaurant, highlighting the vibrant atmosphere and some local dishes.
* ACTFL Standards Addressed: Interpretive Communication (1.2), Cultures (2.2)
* Materials/Technology: Projector, video of Costa Rican restaurant

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

* Objective: "Today, we will learn how to describe a typical Costa Rican restaurant, ask and answer questions about the cost of dishes, and identify the foods served at a restaurant by looking at the menu."
* Can-Do Statement: "I can talk about Costa Rican cuisine, inquire about prices in Spanish, and understand menu items in a restaurant."

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

* Activity: Introduce vocabulary and phrases related to restaurants, foods, and prices in Spanish. Use pictures, realia (e.g., a faux menu), and gestures to aid comprehension. Engage students by asking them to repeat and guess the meanings of new words.
* ACTFL Standards Addressed: Communication (1.1), Comparisons (4.2)
* Materials/Technology: Slides with vocabulary, faux menu

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

* Activity: In pairs, students role-play ordering food from a menu. One student acts as a waiter, and the other as a customer. Provide sentence frames to support their conversations.
* ACTFL Standards Addressed: Interpersonal Communication (1.1)
* Materials/Technology: Role-play cards, faux menus

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

* Activity: Students individually create a brief presentation describing their favorite Costa Rican dish from the menu, including its price and ingredients, using the vocabulary learned.
* ACTFL Standards Addressed: Presentational Communication (1.3)
* Materials/Technology: Paper, pens, optional access to tablets or computers for research

#### 6. Closure (10 minutes)

* Activity: Group reflection where students share what they learned about Costa Rican cuisine and culture. Highlight a few presentations. Conduct a quick oral quiz on vocabulary related to foods and prices.
* ACTFL Standards Addressed: Interpretive Communication (1.2), Interpersonal Communication (1.1), Presentational Communication (1.3)
* Materials/Technology: None

#### Materials/Technology Needed:

* Projector and video of a Costa Rican restaurant
* Slides with vocabulary and phrases
* Faux menus for role-play and presentation activity
* Role-play cards
* Paper and pens
* Tablets or computers (optional for research)

#### Notes:

* Ensure that the activities and materials are accessible to all students, including those with special needs.
* Adjust the complexity of the vocabulary and tasks based on the students' proficiency and progress during the lesson.
* Encourage students to use Spanish as much as possible throughout the lesson to maximize language exposure and practice.

This lesson plan is designed to be engaging and interactive, leveraging real-world contexts to make learning Spanish meaningful and relevant to the students' lives. It integrates the ACTFL World-Readiness Standards for Language Learning, focusing on communicative proficiency, cultural connections, and relevance to learners.