Based on the provided format and the lesson objectives you've outlined, here's a detailed lesson plan for a high school Level I Spanish classroom focusing on Costa Rican restaurants, cost-related conversations, and identifying menu items.

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

#### 1. Warm-Up/Focus & Review (5 minutes)

* Activity: Quick interactive quiz using images of Costa Rican foods to activate prior knowledge and establish the lesson's purpose.
* Standards Met: Interpersonal Communication 1.1; Cultures 2.2.
* Materials: PowerPoint slides with images of traditional Costa Rican dishes.

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

* "Today, you will be able to describe a typical Costa Rican restaurant, ask and answer questions about the cost of menu items, and identify foods served at a restaurant by looking at the menu."

#### 3. Teacher Input (I do with interaction) (10 minutes)

* Activity: Presentation of a typical Costa Rican restaurant's atmosphere and menu items through a short video or slideshow. Introduction of key vocabulary and phrases related to restaurant settings, ordering food, and asking about prices.
* Standards Met: Interpersonal Communication 1.1; Interpretive Communication 1.2; Presentational Communication 1.3; Cultures 2.1.
* Materials: Video/slideshow of Costa Rican restaurant, vocabulary list.

#### 4. Guided Practice (We do) (15 minutes)

* Activity: Role-playing in pairs where students practice ordering food and asking about prices using the new vocabulary. Feedback and correction from the teacher as necessary.
* Standards Met: Interpersonal Communication 1.1; Connections 3.1.
* Materials: Menu handouts, role-play scripts.

#### 5. Independent Practice/Homework (You do) (10 minutes)

* Activity: Students create their own menu for a fictional Costa Rican restaurant, including prices. They then practice with a partner, taking turns being the customer and the waiter, using their menus.
* Standards Met: Presentational Communication 1.3; Cultures 2.2; Comparisons 4.2.
* Materials: Paper, pens.

#### 6. Closure (5 minutes)

* Activity: A quick round-robin where students share one new word or phrase they learned today. Reflection on how the lesson's activities connect to their own dining experiences.
* Standards Met: Interpersonal Communication 1.1; Cultures 2.2; Comparisons 4.1.
* Materials: None.

#### Materials/Technology:

* PowerPoint/Projector for slides and videos.
* Handouts of vocabulary and scripted role-plays.
* Paper and pens for creating menus.

### **Integration of ACTFL World-Readiness Standards:**

* Communication: Students engage in all three modes of communication: interpretive by watching the video/slideshow, interpersonal through role-plays, and presentational by creating and using their menus.
* Cultures: Understanding of cultural practices and perspectives related to dining in Costa Rica.
* Connections: Making connections between the target language and dining practices.
* Comparisons: Encourage students to compare their own cultural perspectives on dining and restaurants with those in Costa Rica.

### **Relevance to Learners:**

The activities are designed to be highly relevant to students, engaging them in practical language use scenarios that they are likely to encounter in real life. This relevance is further enhanced by the cultural exploration of Costa Rican dining practices, bridging language learning with cultural awareness.