



# Extended Literacy Adventure: A Recipe for Fun

*Reading, Exploring, and Writing Recipes*

*Aventura: Recetas - ¡Cocinando Con Palabras!*

**Age Range:** K + up

**Group Size:** flexible

**Time Range:** 45-90 min



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## Adventure Goals

Our goal in every adventure is for children to have fun with books and reading! In this adventure children will learn about the parts of a recipe; [explore](#) cookbooks (a type of “how-to” nonfiction book<sup>1</sup>); and find some interesting example cookbooks to use as “mentor texts<sup>2</sup>” to give them ideas for writing their own how-to recipes.



## Measurable Objectives and Outcomes

**Objective:** Participants will gain practice in “how-to” writing, and be able to explain the parts of a typical recipe.

**Outcome:** Participants will practice [free writing](#), in their most comfortable language(s), by creating a set of directions (including supplies or ingredients) for a recipe or activity.

*\*Note:* See [Supporting Research](#) for details on how these objectives and outcomes support the reading processes of K-3rd grade readers.

*\*Note:* This adventure could be presented in segments or variations over the course of several programs, for example over the course of a week, month, or term. If it suits your programming audience, you could finish a program series with a family potluck or catered community event. (See [Variations](#) for suggestions.)



## Adventure Outline

Making up recipes provides opportunities to [practice free writing and to use writing, in any language\(s\), as a tool to become familiar with new concepts](#). This adventure includes:

1. [Hook: What Are Recipes?](#) Learn about the main parts of a recipe, including ingredients and steps
2. [Book Browsing Time:](#) Browse cookbooks and select some to read/take home
3. [Recipe Read-Aloud:](#) Read a recipe together; discuss its ingredients and steps/directions
  - a. (see [Variations](#) for optional additional activities, including making the recipe)
4. [Activity:](#) Making Our Own Recipes for a Fun Day
  - a. [Writing/Drawing Our Own “Fun Day” Recipes](#)
  - b. [Sharing Recipes and Titling our Cookbook](#)
5. [Wrap Up:](#) Review recipe parts and take home recipes, recipe templates, and/or cookbooks

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<sup>1</sup> Cookbooks are an example of nonfiction that models procedural or “how-to” writing: writing that explains or tells us how to do something. Procedural writing is important in our day-to-day lives.

<sup>2</sup> The National Council of Teachers of English suggests teachers help developing writers identify mentor or exemplar texts. See *Library & Afterschool Program Models Key Finding 17 in the Research Review*.



## Supplies:

- Enough children's (or all-ages) cookbooks for all participants to have browsing choices that match their reading levels, interests, and language needs.
- Short, interesting recipe to read aloud. (See **Additional Resources** for sample recipe.)
  - Optional: picture book to read aloud, in which characters have fun. (See [Variations](#) for more on this activity extender.)
- Large flipchart or whiteboard for the facilitator to write on, and appropriate markers.
- Drawing/writing supplies: pencils, pens, markers, crayons, etc.
- Blank recipe templates, enough copies for all participants to use one during the adventure and to take one home. (Templates can be found in **Additional Resources**.)



## Considerations for Planning:

- Will you print the recipe templates on cardstock or regular paper?
- Where in your space will participants write their recipes?
- How will supplies be distributed? (E.g. Waiting on prepared tables? Handed out mid-activity?)
- Will participants work on recipes individually, or in small groups? (See **Variations** for small group suggestions.)



# Adventure Plan

## 1. Hook/Getting Started: Recipes! What Are They? (5-15 min)

**Say:** *My dad makes the most delicious blueberry chocolate chip pancakes. I should ask him for the **recipe**.*

**Got more time? Also say:**

*This weekend I had a picnic with my friends. I brought my dog, a frisbee, and my ukulele. It was a real **recipe** for fun!*

*Oh, but what if I left my dog alone with a cat, a disgusting old smelly sock, and some peanut butter? That sounds like another kind of recipe -- a recipe for disaster!*

(See **Variations** for alternative Hook activity ideas.)

Using the following prompts, lead a short discussion about what a recipe is.

**Say:** *I just used the word “recipe” a few times. What is a recipe, usually? Write up the group’s ideas on the whiteboard or flipchart. Make sure to include these elements:*

- a list of ingredients to make something;
- often combined with steps or directions to help us make it;
- often written down.

**Say:** *If I wanted to make cookies, what might be some of the ingredients I would need to include in a cookie recipe? **Ingredients are the things you need to put together to make your recipe.** Help the group brainstorm suggestions such as: sugar, butter, eggs, flour, baking soda, salt, chocolate chips, etc.*

*What might some of the **steps** or **directions** for my cookie **recipe** be?*

Help the group brainstorm suggestions such as:

Preheat the oven; mix the ingredients together; form the dough into balls; place the balls on a greased cookie sheet; put the cookie sheet in the oven to bake; etc.

## Navigation



“Recipe” in Spanish = *una receta/la receta*



Short on time? Skip the “recipe for fun” and “recipe for disaster.” See more ideas in Variations.



“A disaster” in Spanish = *un desastre*



See Variations for more ideas on discussing Family Favorites in [Variations](#).



“Recipe” in Spanish = *una receta/la receta*

“Ingredients” in Spanish = *los ingredientes*

“Cookies” in Spanish = *galletas*

“Directions” (for a recipe) in Spanish = *instrucciones or preparación*

Is it important to do the steps in a certain order?

**Variation: exploring recipe metaphors:** See ideas for exploring the metaphor of “A Recipe for Disaster” and brainstorming some “Dog Disaster” recipes in [Variations](#).

## 2. Book Browsing Time: Cookbooks & Recipes (5-10 min)

A child’s literacy development is dependent on the interconnection between reading and writing. Make time for books!

### **Browsing Cookbooks for Intriguing Recipes**

Say: *Today we’re going to talk some more about **recipes**, and try making some creative **recipes** of our own. To get us started, let’s take a few minutes to look at some books with **recipes** in them. What kind of books have **recipes** in them? Cookbooks! (See [Variations](#) for talking points about reading recipes online.)*

*Let’s have a cookbook treasure hunt. Take some time to look through these books for a recipe that looks good to you, looking at its words or pictures or both. Maybe it’s something you might want to taste, or have someone help you make. Bring your choices back to your seat.*

### **Open Exploration**

Move around the room to help participants find books they find interesting and readable. Encourage participants to:

- Try out multiple books to figure out a book that will work for them.
- Read a little bit, silently or with a caregiver/peer.
- Pick a book or two to borrow!

## 3. Read-Aloud: Reading a Recipe (5-10 min)

Read a [recipe](#) aloud to the group. ([Variation](#): read aloud and discuss a picture book about a fun day.)



“Cookbook” in Spanish = *libro de cocina* or *libro de recetas*



See **Variations** for discussing.



Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books, have time to read, and have the chance to talk about what they’re reading.



Got more time? See “Neighbor Share” in [Variations](#) for ideas about talking about book picks with one another.



See **Additional Resources** for a sample recipe and more recipe resources.

## Before Reading

**Say:** *I hope everyone was able to find a **recipe** that looked interesting to you. I did! I'll share it with you.*

## While Reading

Read aloud a [short, interesting recipe](#). Make sure to point out the recipe's title, ingredients, steps/directions, and the resulting dish.

## After Reading

### Say:

1. *What was the name of this **recipe**? Did the **recipe** sound good to you?*
2. *What **ingredients** did the **recipe** say I would need? (Do you think the **recipe** should have included any other **ingredients**? What would you suggest?)*
3. *What **directions** or **steps** did the **recipe** tell me to do? Were the **steps** clear? Do you think you could follow these directions to make this **recipe**?*

**Tip:** Things to try during discussion: validating individual views; connecting observations; restating with rich vocabulary; and pointing out differences of opinion.



See [Variations](#) for ideas for reading aloud and discussing a picture book about a fun day.



“Recipe name” (or title) in Spanish = *el título de la receta*



**Tip:** Discussions provide opportunities for vocabulary enrichment.

Welcome/encourage responses in the language(s) or language mixture in which participants feel comfortable.

## Transition

**Say:** *So, a recipe usually has:*

- *a name or title;*
- *some ingredients;*
- *some steps or directions;*
- *and when you put it all together, you wind up making something.*

**A “recipe for fun”:** If you didn't use this line during the Hook, introduce the idea of a “recipe for fun” now.

**Say:** *Remember I told you that this weekend I had a picnic with my friends. I brought my dog, a frisbee, and my ukulele. I said it was a “recipe for fun”!*

*So if that was a “recipe for fun,” then my ingredients for a Fun Day included: my dog, a frisbee, a ukulele, and a picnic with friends.*

*What ingredients would your fun day include? For today's adventure, we will each think of a recipe for a Fun Day. Then we'll write our recipe down, using words or pictures or both, [in any languages we like](#), so that someone else could follow our recipe to have a fun day.*



See [Variations for discussing](#).



**Got more time?** Ask participants to [talk with a partner or small group about their “fun day” experiences and ideas](#). Being inclusive of all languages helps multilingual people feel welcome and part of the community, and supports biliteracy.

## 4a. Activity: Creating Our Own Recipes for a Fun Day (20-30 min)

**Mini-brainstorm:** to help participants get started (5 min):

Help participants get started by brainstorming an example of “fun day” ingredients and directions. Write participant suggestions on the board/paper. To model writing in a recipe format, use the headings “Recipe Name,” “Ingredients,” and “Directions.”

**Say:** *I’m going to start my **recipe** for a fun day with some ingredients. If I were thinking of **ingredients** for a fun day, I might include [list examples, such as]:*

- *Some people I really like, like my sister and my good friend;*
- *My dog;*
- *A yummy snack like popcorn;*
- *Playing outside.*

**Say:** *Let’s think of some **ingredients** you might include in a **recipe** for a fun day. What do you like to do, to play or have fun? Who do you like to spend time with? Where do you like to be?*

Help participants think of specific things they like, such as: specific people, pets, foods, games, activities, toys, and places. Write these up for everyone to see.

**Say:** *These are just some ideas to get us started. You might think of something else.*

**Say:** *If I were writing **directions** for a fun day, I might start by saying “Invite my sister to join me” and “Go outside to the park.”*

**Got more time? Also say:** *What are some directions you might suggest in a **recipe** for a fun day? Write a few of these up.*

**Say:** *I might call my fun-day **recipe** “Sister Surprise,” or “Play Outside Pie.” You can decide what you would call your **recipe**.*

**Say:** *It’s your turn to write or draw a **recipe**! What **ingredients** would you include in a fun day? What **steps** or **directions** would you give? What will you call your **recipe**?*



**Tip:** To model writing in a recipe format, write participant suggestions on the board/paper under the headings “Recipe Name,” “Ingredients,” and “Directions.”

**Tip:** The best way to develop [comprehension strategies](#) is through the gradual release of responsibility: *I do, we do, you do!*



**Short on time?** Model writing up a few possibilities and skip asking for group input; or ask the group for ideas for ingredients but not for directions.



**Tip:** Your group could also work in teams, or in family- or language-based groups, if preferred. See [Variations](#) for more ideas.

Hand out blank recipe templates (found in the Additional Resources). Make sure participants can see the guiding words “Recipe Name,” “Ingredients,” and “Steps” “Directions” written up somewhere in languages they read.

**Say:** *Using your **recipe** paper, write down a **recipe** with a few different **ingredients**. You can write the **ingredients** or draw pictures, or both; it’s up to you! You can work alone or with another person. Any language or combination of languages is fine. Make sure to include **directions**. Give your **recipe** a title. You can look at your cookbook(s) for ideas of what a **recipe** looks like, too. Don’t worry about spelling all of the words correctly; this is a time to let your imagination loose and get creative! Just focus on creating your **recipe**.*

Offer encouragement and help with writing as needed. Let the group know when there are 5 minutes left in the writing/drawing time.

## 4b. Activity Conclusion: Sharing Our Recipes and Titling Our Cookbook (5-10 min)

### Sharing Our Recipes

**Say:** *Wow, we’ve got a whole room full of creative **recipes**.* Ask for volunteers to share some of their recipes (or simply titles) with group.

### Giving Our Cookbook a Title

**Say:** *What a lot of great Recipes for Fun Days. You know what, I think we’ve got a whole cookbook! What should the title of our cookbook be?* Write up suggestions on the whiteboard/flipchart and help the group make a decision about the title.

## 5. Wrap-Up: Review and Take Home

**Say:** *Today we have blank **recipe** cards for you to take home if you’d like to create some more creative **recipes**. Or maybe you’d like your friends or family to join you in creating some **recipes** together! You can help them learn more about **recipes** by teaching them the usual parts of a written **recipe**. Do you remember what they are?*



**Tip:** If some participants finish early, you could suggest they draw illustrations for their recipe. See [Variations](#) for more ideas.

Use Spanish [vocabulary](#) as appropriate.

Mentor texts help beginning writers by providing examples.



**Short on time?** Just share recipe titles, or only some of the titles. Got more time? Have everyone share their recipe titles, and/or some of their ingredients and directions. Encourage participants to point out the different parts of their recipes.

**Short on time?** Simply say: I’d say we’ve got a whole Cookbook of Recipes for Fun Days!



See [Variations](#) for sharing. If time, your wrap-up/review could include sharing actual recipes and talking about [Family Favorites](#).

**Got more time? Share cookbook choices:** Go around the group and let participants share the cookbook they're going to take home or read and why they chose it.

**Say:** *I hope everybody had fun today learning about cookbooks and coming up with our own interesting how-to recipes. Now, at the end of an adventure, I like to ask these three very important questions! I'll give you a hint: the answer to these questions is always... ¡Que sí! Or Yes!*

1. *Are we happy to help you find good books to read? (Yes!)  
¿Nos gusta ayudarte a encontrar buenos libros para leer? (¡Que sí!)*
2. *Do we love to talk about books with you? (Yes!)  
¿Nos gusta conversar sobre los libros contigo? (¡Que sí!)*
3. *Is all reading good reading? (Yes!)  
¿Toda lectura es buena lectura? (¡Que sí!)*

### Take Home:

- The recipe they created today
- Blank recipe templates
- Cookbooks to borrow



**Tip:** Make copies of the recipes to display in a binder in your programming location so that others can enjoy the group cookbook.

## ICON KEY



Key Element



A Tip



Time



Spanish word



Choice



Variations/  
More ideas

# Variations and Extended Learning

*Consider some of these tips for engaging participants of various ages, cultures, languages and abilities.*

## If some participants finish early

Participants who finish early could:

- Illustrate their recipe;
- Add some more ingredients or directions;
- Brainstorm and begin a new recipe they might like to continue later;
- Think of a food they like, and try to think of and write down all the ingredients it might have;
- Copy the recipe they found during book browsing, so they can take it home and make it.



## Working in Small Groups

You can ask participants if they would enjoy being grouped with family members, friends, or by taking into account languages that they have in common.

Maybe small groups would like to create recipes together. Post the primary elements of a recipe, then invite smaller groups to decide on their group's recipe ideas in small-group discussion. Each group could then share their creations with everyone at the end.

## Shortening the Program

Try one or more of these ideas to shorten your program:

1. Read aloud the sample recipe;
2. Browse cookbooks for intriguing recipes;
3. Share the idea of a recipe for a fun day;
4. As a group, create a recipe for a fun day;
5. Participants leave the program with cookbooks to read/check out, and the recipe template to create their own recipes at home (perhaps prepped with the suggestion to ask adults for their childhood favorite recipes; or to ask adults for help writing down a favorite recipe).

# The Hook

## Extended Learning

Try “Thinking Back: Favorite Childhood Foods” (5-15 min). Encourage participants to remember foods they liked eating as kids. (Kids enjoy reminiscing too! They can think of foods they liked eating when they were “little” or younger.) Break a large group into smaller groups for discussion, then invite people to report back.



## Getting Started: What Is a Recipe?

### Extended Learning: Explore the metaphor.

- **Explain the metaphor:**

**Say:** *Earlier I said that “mixing” my dog with a cat, some smelly socks, and peanut butter would be a “recipe for disaster.” Is that a real recipe that someone would want to follow?*

*No, that’s using a recipe as a **metaphor**, which is like a comparison. It’s saying that “mixing” other things with my dog is kind of like mixing ingredients for a recipe. It’s also being funny, pointing out that if you mix together those “ingredients” you might “cook up” a disaster!*

- **Brainstorm a Dog Disaster recipe:**

**Say:** *What if we had a recipe called Dog Disaster? What are some other ingredients we could combine (mix) with my dog to create a Dog Disaster?*

- Brainstorm for just a minute or two, modeling thinking of creative “ingredients” (like my dog + a skunk, or my dog + a bag of potato chips on the floor).

## Read-Aloud: A Book About a Fun Day

**Extended Learning:** Try a read-aloud + recipe [discussion](#) for a book about a fun day

Read aloud a picture book in which listeners might notice ingredients that make up a fun day, for example: *A Couple of Boys Have the Best Week Ever* by Marla Frazee. (More [title suggestions](#) can be found under Additional Resources; but any short book in which characters have fun will work.)

- **After Reading**

**Say:** *I thought these characters had a fun day. What were the ingredients that helped them have a fun day?*

- Write/draw participants’ suggestions up on your whiteboard or flipchart under the heading “Ingredients.” (E.g. friends, sunshine, yummy snacks, adventures, rocks, sticks...)

- Write/draw participants’ suggestions up on your whiteboard or flipchart under the heading “Directions.”
- *Thinking of this story as a recipe for having a fun day, would you give it another title? What would you name this recipe?*

## Book Browsing, Online Reading and a Neighbor Share

Book browsing time is an opportunity for a low stress, less structured part of your activity. It can provide great opportunities for connecting with and listening to families.

Discussion on a topic that interests children provides [authentic and meaningful language opportunities](#) — the perfect environment for language acquisition! Remember to allow for plenty of “think time.” And, if it fits in, letting participants discuss in pairs before (or instead of) discussing with the whole group allows opportunities for deeper thinking and more oral literacy.

“Pair sharing” is an opportunity to deepen children’s thinking through think time and partner discussion. Reporting back/sharing with the whole group allows for practice sharing prepared ideas in front of a larger group. Both help with language acquisition!

### Variations:

- **Reading recipes online:** Many people these days do the majority of their reading online. Certainly plenty of us find our recipes online, instead of (or in addition to) in cookbooks. In your recipe discussion, why not point out (or support the participants when they point out) that you can find and read recipes online, too. This is a great time to make the point that online reading = reading!
- **Browsing online recipes:** If you have access to the appropriate technology, you could project a few online recipes for your participants to see, or provide tablets set to online recipe sites (see [Recipe Resources](#) for suggestions) or displaying cookbooks in e-format, for participants to browse in addition to the physical books. Interacting with children as they browse these materials would help to foster joint media engagement.



### Extended Learning:

Try a cookbook neighbor share: After Book Browsing, gather the group back together and invite participants to share with another participant about one of the cookbooks they found interesting.

**Say:** *Take a minute to share with your neighbor or someone you know about one of the books you found interesting. You might want to tell them why they might want to read the book, and share a favorite picture, recipe or page. If you have trouble thinking of what to say you could try:*

- Name the book you looked at and liked.
- *I looked at \_\_\_\_\_.*

- Why someone should want to read the book.  
*You might like reading this book because \_\_\_\_\_.*
- Show and tell about your favorite part of the book.  
*This is my favorite part of the book (so far) because \_\_\_\_\_.*

Sentence prompts give structure that supports young children, reluctant speakers, and those learning English to share their ideas. You can allow participants to alter and/or deviate from prompts depending on their need.

## Getting Started: What Is a Recipe?

### Extended Learning: Explore the metaphor.

- **More creative recipes your group could write:**
  - Everyone write a recipe for disaster.
  - Ask participants what other kinds of recipes they might want to make up. Help them brainstorm some specific ideas. For example: Doing a good deed; having a party with friends or family; babysitting; preparing for a trip; having a movie night; cleaning the house; playing or making up a game.
- **Learning about additional parts of a recipe:**
- **Say:** *Take a look at the recipes in your cookbooks. Do they all have ingredients and directions? Do you see any other parts to recipes? What other kinds of information might we find in a recipe?*

Some possibilities: Title, a recipe description, information about where the recipe came from, ingredients, directions, how many people it serves, temperature for cooking, cooking time, etc. Write everyone's contributions up on a board/paper. Encourage creative uses of these recipe parts when participants write their own recipes.



## Group Discussion Variations or Home Activities

### Extended Learning: Explore the metaphor

- **Family Favorites:**  
**Say:** *Ask your grown-up family members if they remember a favorite food from when they were children. Can they remember the recipe? Maybe you can cook this recipe together, or you could draw a picture or*

write a recipe based on what they describe.

- **My Favorite Foods:**

**Say:** *I bet you have some favorite foods. What is something you like to eat at home? Does someone at home make some of those favorite foods for you? Could someone help you write down the recipe? Maybe they can help you make that food.*

*Do you have a favorite food you eat somewhere else, not at home? To figure out that recipe, ask someone who makes it; look in a book; look online; or do your best guessing to learn or figure out the recipe for that favorite food.*

- **Best Guess Recipe**

Read aloud your short, sample recipe. Have the group close their eyes and think about a food they like to eat. Ask them to make their best guess and then write down/draw a recipe for that food, with ingredients and steps. Encourage them to show the recipe to adults at home and ask for ideas about how to change their recipe to make the food they have in mind. (Or, with adult help, they could try making the recipe as they wrote it, and then consider whether they'd like to change it.)

## Wrap Up (or Book Browsing) Extended Learning:

### Extended Learning:

Share cookbook choices. Go around the group and let participants share the cookbook they're going to check out and why they chose it. This could also be a fun discussion for your program in partners, family groups, or small groups, followed by some sharing with the larger group. What do the adults in the room remember about foods they ate when they were children? What do kids remember eating when they were younger?

## Actual Food Options (Snacks; Potlucks; Making the Sample Recipe)

**A note on food in programs:** Bear in mind there can be challenges around including food in a program, such as safely accommodating food allergies or intolerances; family and cultural preferences about when and what food children eat; financial and other barriers to participation in potlucks; etc. You'll want to gauge the needs of your own group. Some programs do provide snacks regularly. For some audiences, often including Latino audiences, a potluck is a culturally appropriate way to invite family participation.

- **Snacks:** You might include the preparation of very simple recipes children could assemble on the spot, such as:
  - **Ants on a Log:** Spread peanut butter or cream cheese on cut celery. Dot raisins on top.
  - **Apple Ladybugs:** Slice apples in half from top to bottom and scoop out the cores using a

knife or melon baller. Place apples cut side down. For the ladybug's spots (and eyes, if you like), stick raisins to the apple's red skin using nut butter or cream cheese. For antennae, poke two skinny stick pretzels (topped with raisins, if you like) into the apples.

(For one example, see "Apple Ladybug Treats" on Allrecipes.com at <https://www.allrecipes.com/recipe/29926/apple-ladybug-treats/>.)



- **Potluck:** For many Latino families, a potluck is a culturally appropriate way to invite family participation. If you have regular attendees, you might consult with them to determine interest in a potluck and to find a time that works for them and your program. You could offer to provide utensils, plates, cups, drinks, and a simple entree to supplement what others bring. Or perhaps your group will decide on a lighter snack potluck. Maybe a few families can come early to help set up or stay late to help clean up. Children can set the table and do other tasks. Ask your participants what would work for them!



- **Making the Sample Recipe: Ice Cream in a Bag** If it makes sense for your group, try making the Ice Cream in a Bag recipe. Once the ingredients are assembled it usually takes fewer than 15 minutes for the "ice cream" (actually ice milk) to congeal. This works even on a very hot day. It's easiest to clean up outside! (Try to avoid emptying melted bags of salt water on grass.)

## Kitchen Show and Tell

Bring in kitchen tools (or pictures of them) to show the group. Some examples to get you started:

- Measuring spoons
- Measuring cups
- Spatula
- Egg beater
- Sifter



**Tip:** You could ask the group to guess what each item is for.

# Passive Program Idea: Recipe Creation Station

On a table or at an activity station, set out cookbooks to browse; an example of a fun recipe; blank recipe templates; a 3-hole punch; and a 3-ring binder “cookbook” in which to collect contributions. Alternately, post recipes on a bulletin board. (Your recipe examples could include actual recipes for food, and/or recipes for a fun day or similar.) Include a sign inviting participants to:

- Browse the cookbooks for inspiration
- Write and/or draw a recipe to take home and/or contribute to the group “cookbook.” Your sign might specify any combination of the following:
  - Could be a real recipe they know and love;
  - Could be a recipe they make up;
  - Could be a recipe for a fun day or similar.
- Ask staff to make a copy of their recipe so they can take one copy home and leave the other for inclusion in the group “cookbook.”



## Vocabulary Extension Activities

Introducing new vocabulary provides many opportunities for extension activities. Here are a few you might try:

- Write the word on an index card or small poster so children see the word as well as hear the word.
- Say and use the word as many times as possible and reasonable during your introduction to the word and throughout the activity.
- Ask the children to say the word aloud. Turn to a partner and say the word. It’s important that they get used to pronouncing the word.
- Playful interactions with the word help reinforce comprehension. Ask children to make a face that look like the word, act it out, draw it in the air, etc. If there is a antonym (word with opposite meaning) ask the children to act/draw this out as well.

- Using the word in context is the single best way for new word learning to solidify. Try to use the word throughout your activity. Encourage the students to try out using the word as well. Celebrate student’s attempts as a whole group.
- Invite the children and families to try using these words throughout the rest of their day when possible.

## Beginning Reader Storytime Ideas

Here are some suggestions for how to incorporate elements from this adventure in a storytime for beginning readers:

- Read aloud a story about food, perhaps one that includes a recipe. (See Resources for suggestions.)
- Help the group figure out that a recipe usually includes a recipe title, ingredients, directions, and a result.
- Hand out recipe templates for families to fill at home with drawings and/or words depicting a recipe.
- For the caregivers in attendance, include explanatory messages (see Family Engagement: Messages for Caregivers).



# Adventure Supports



## Vocabulary

Picture book = *libro de cuentos ilustrado*

Recipe = *una receta/la receta*

Ingredients = *los ingredientes*

Directions [for a recipe] = *las instrucciones or la preparación*

Recipe name = *el título de la receta*

Metaphor = *Una/la metáfora*

A disaster = *un desastre*

Introducing new vocabulary offers many opportunities for extension activities. See Variations and Extended Learning for a few activity options when introducing vocabulary. [See Variations and Extended Learning](#) for a few activity options when introducing vocabulary.



## Family Engagement

### *Family Engagement Suggestions*

Encourage adult participants to support their young readers/writers by asking open-ended questions about their work.

You could write discussion prompts such as these for adult participants to see and use with their young writers:

- Tell me about...
- I noticed you added...
- What do you think you could add?
- How would you draw that?
- What words do you know that describe that?
- Can you picture it in your head?

## *Family Engagement: Messages for Caregivers*

Writing can be powerful communication: It's exciting when we see our ideas written down so others can understand them -- and especially powerful when other people follow our directions! A recipe is a great example. You can help your child find and write the words to express themselves and explore that power of communication.

**Playful writing:** Playful writing motivates children to learn how to write and makes them better readers.

**Call it “reading”!** Point out all the ordinary reading you do: We read all the time! But we don't always point out that it's reading. Using a recipe? Reading! Checking your shopping list? Reading! Looking something up online or checking Facebook? It's all reading! Help your kids notice the ways reading connects with everyday activities by using the word “read” to describe what you're doing.

**Writing that explains things is useful and important — and it's writing!:** Writing that explains or tells us how to do something (called procedural writing) is very important in our day-to-day lives. Creating recipes helps beginning writers practice procedural writing and picking good words to make their message clear.

**Useful daily reading:** Reading labels, recipes, instructions, and other informational text helps kids develop necessary skills for being a self-sufficient adult. This kind of reading is just as important as reading books!

**Useful daily writing:** Writing grocery lists, to-do lists, notes to other people, and other “practical” writing is a necessary skill for being a self-sufficient adult. This kind of writing is just as important as creative and school writing!

**Respond positively to kids' early efforts at writing** — doesn't need to be perfect yet!: Children who are learning to speak don't start out talking perfectly, and we don't expect it -- nor do we expect them to keep quiet until they've mastered all the elements of language! Well, it's the same with writing. As kids experiment with expressing their ideas through writing, they won't start out with perfect skills in grammar, spelling, letter formation, and punctuation. But they will start out with enthusiasm, and we adults can keep that enthusiasm and motivation going by responding positively to children as they experiment with writing their ideas down to share with others.

**Choice builds engagement:** Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.

# Additional Resources



## Recipe templates

- [Fostering Readers Recipe Template](#)
- Recipe template from ReadWriteThink.org:  
[http://www.readwritethink.org/files/resources/p-as\\_docs/30866BlankRecipe.pdf](http://www.readwritethink.org/files/resources/p-as_docs/30866BlankRecipe.pdf)
- Recipe template from Cincinnati Engineering Enhanced Math and Science Program:  
[https://ceas.uc.edu/content/dam/ceas/documents/CEEMS/instructionalunits/Dress\\_it\\_up\\_Garner/4.2.04.H%20Recipe%20Card%20Template.png](https://ceas.uc.edu/content/dam/ceas/documents/CEEMS/instructionalunits/Dress_it_up_Garner/4.2.04.H%20Recipe%20Card%20Template.png)



## Sample Recipe

### Recipe for Ice Cream In a Bag

*Receta Para Hacer Helado en Una Bolsa Ziplock*

#### Ingredients:

- 1 cup whole milk
- 1 teaspoon vanilla, peppermint or other flavoring
- 1-3 Tablespoons sugar
- any mix-ins or flavors you'd like (chocolate syrup, M&M's, etc.)

#### Other Things You'll Need:

- Small (sandwich size) ziplock baggie
- Large (1-gallon size) ziplock bag
- Ice
- Rock salt
- Measuring spoons
- Liquid cup measure
- Bowl and spoon or cup and straw
- Masking tape (optional)
- Gloves (optional)
- A buddy

**Directions (How to Make the Ice Cream):**

Ask your buddy to hold open the small ziplock baggie. Measure out one cup of milk and pour it into the bag. Measure and add the 1 teaspoon vanilla and the 1-3 tablespoon sugar. (You can add your mix-ins now, but they may change the color of your ice cream; I like to add mine at the end.) Seal this bag very carefully. After zipping the bag closed, you can make sure it's sealed tightly by folding masking tape over the top. (You can also double-bag it to prevent punctures.) Set the small baggie aside.

Ask your buddy to hold open the large ziplock bag. Fill this bag about 1/3 full of ice. Pour in about a quarter cup of rock salt.

Drop the small (sealed!) baggie into the bigger bag of ice. Seal this bag carefully too, so you don't splash yourself with salty ice-melt.

Shake shake shake the bag for about 10-15 minutes (you can also roll it on the surface of a table or toss it back and forth — carefully! over soft grass! — with a friend), until the ice cream has attained the consistency you like. Add mix-ins. Now you eat it! You can eat it right out of the bag, or transfer it to a bowl or cup. Enjoy!

*-Deborah Gitlitz*



## Recipe Resources

- Ask at your library for help finding children's and family cookbooks
- Cooking with Kids: <http://cookingwithkids.org/>: "Cooking with Kids educates and empowers children and families to make healthy food choices through hands-on learning with fresh, affordable foods."
- [Spanish/English pictorial recipe sets](#). The Oregon State University (OSU)'s Extension Service has created several sets of print-ready, illustrated, culturally appropriate recipes in Spanish and English. Designed for limited-literacy, limited-income audiences.
- [Food Hero](#): simple, healthy, kid-friendly recipes in [Spanish](#) and [English](#) produced by OSU's Extension Service. Searchable by both recipes and ingredients. <https://foodhero.org/> and <https://foodhero.org/es/node>
- San Diego Zoo Kids page: search for "recipes": <http://kids.sandiegozoo.org/index.php/activities>
- [100+ Easy Kid Friendly Recipes from Delish.com](#)



## “Fun Day” Picture Book Suggestions (if you choose to do a Fun Day read-aloud)

Read aloud any short book in which characters have a fun day. Some engaging “fun day” picture book titles include:

- [Chalk](#) by Bill Thomson, 2010
- [A Couple of Boys Have the Best Week Ever](#) by Marla Frazee, 2008
- [Es un buen juego, querido dragón / It's a Good Game, Dear Dragon](#) by Margaret Hillert, 2010
- An Elephant and Piggie book such as [Are You Ready to Play Outside?](#) (2008) or [Can I Play Too?](#) (2010) by Mo Willems
- [Frank and Lucky Get Schooled](#) by Lynne Rae Perkins, 2016
- [I Love Saturdays y Domingos](#) by Alma Flor Ada, 2002
- [I Stink!](#) by Kate & Jim McMullan, 2002
- [Is Everyone Ready for Fun?](#) by Jan Thomas, 2011
- [Let's Eat! / ¡A Comer!](#) by Pat Mora, 2008
- [Max va de paseo / Max's Fun Day](#) by Adria F. Klein, 2008
- [Monster Hug!](#) by David Ezra Stein, 2007
- [Pete the Cat: Rocking in my School Shoes](#) by Eric Litwin, 2011
- [Pie is for Sharing](#) by Stephanie Parsley Ledyard, 2018
- [¿Qué puedes hacer con un rebozo? / What Can You Do with a Rebozo?](#) by Carmen Tafolla, 2009
- [¿Qué puedes hacer con una paleta? / What Can You Do with a Paleta?](#) by Carmen Tafolla, 2009
- [Shhh / Shhh](#) by Juan Gedovius, 2004
- [Wiggling Pockets / Los bolsillos saltarines](#) by Pat Mora, 2009
- [El rey Hugo y el dragón / King Jack and the Dragon](#) by Peter Bentley, 2011
- [Tacos de lodo!](#) by Mario Lopez, 2009
- [Un gran día de nada / On a Magical Do-Nothing Day](#) by Beatrice Alemagna, 2017



# Storytime Suggestions: Picture Books With Recipes

- [Apple Cake: A Recipe for Love](#) by Julie Paschkis, 2012
- [Arroz con leche: un poema para cocinar / Rice Pudding : a Cooking Poem](#) by Jorge Argueta, 2010
- [Arturo and the Bienvenido Feast](#), by Anne Broyles, 2017
- [Bee-Bim Bop!](#) by Linda Sue Park, 2005
- [The Cazuela that the Farm Maiden Stirred](#) by Samantha R. Vamos, 2011
- [Cosechando Amigos / Harvesting Friends](#) by Kathleen Contreras, 2018
- [Dumpling Dreams: How Joyce Chen Brought the Dumpling From Beijing to Cambridge](#) by Carrie Clickard, 2017
- [Gazpacho for Nacho](#) by Tracey Kyle, 2014
- [Growing Vegetable Soup](#) by Lois Ehlert, 1987
- [Guacamole: un poema para cocinar / Guacamole: a Cooking Poem](#) by Jorge Argueta, 2012
- [Las Empanadas Que Hacía la Abuela / The Empanadas that Abuela Made](#) by Diana Gonzalez Bertrand, 2003
- [Panqueques Panqueques! / Pancakes Pancakes!](#) by Eric Carle, 2017
- [Peeny Butter Fudge](#) by Toni Morrison, 2009
- [The Red Hen](#) by Rebecca Emberley, 2010
- [Salsa: un poema para cocinar / Salsa: A Cooking Poem](#) by Jorge Argueta, 2015
- [Sopa de frijoles: un poema para cocinar / Bean Soup: A Cooking Poem](#) by Jorge Argueta, 2017
- [Tamalitos: un poema para cocinar / Tamalitos: a Cooking Poem](#) by Jorge Argueta, 2013
- [Wild Boars Cook](#) by Meg Rosoff, 2008
- Booklist: [Picture Books with Recipes](#) (from Olathe Public Library)
- Booklist: [This Book Includes a Recipe](#) (from LiztheLibrarian, Palo Alto City Library)

# Supporting Research

- **Best Practices in Reading and Writing Key Finding 4:** Gradual release of responsibility is the most effective way to foster comprehension.
- **Best Practices in Reading and Writing: Key Finding 5:** Access, choice and time reading and discussing engaging text increase reading achievement.
- **Best Practices in Reading and Writing Key Finding 6:** Interactive read alouds increase reading engagement, vocabulary, and comprehension.
- **Best Practices in Reading and Writing Key Finding 7:** Ensuring children are immersed in language and reading aloud helps develop reading readiness.
- **Best Practices in Reading and Writing Key Finding 13:** Using Language Experience Approach (LEA) allows for shared and meaningful experiences that connect to print.
- **Best Practices in Reading and Writing Key Finding 15:** Embracing the multilingual perspective is essential for literacy learning (vs. the monolingual perspective).
- **Best Practices in Reading and Writing Key Finding 17:** Translanguaging acknowledges and utilizes the bilingual child’s complex language repertoire as a resource.
- **Best Practices in Reading and Writing Key Finding 18:** To acquire language children need to be immersed in meaningful and authentic language opportunities.
- **Library and Afterschool Program Models: Key Finding 2:** Centering books and reading in programming improves children’s attitudes toward reading and books.
- **Library and Afterschool Program Models: Key Finding 10:** Encouraging joint media engagement between children, caregivers and educators increases literacy benefits of digital tools.
- **Library Program Models Key Finding 12:** Oral storytelling programs help children develop literacy skills and honor cultures with strong oral storytelling traditions.
- **Library and Afterschool Program Models Key Finding 17:** Since writing is key to reading/literacy, libraries should offer playful creative writing programming for K-3 kids.
- **Family Outreach and Engagement Key Finding 2:** [Elevating family perspectives is essential to family engagement.](#)
- **Equity Key Finding 2:** Library is well-positioned to confer public legitimacy on bilingualism/biliteracy (and translanguaging).
- **Equity Key Finding 4:** [Opportunities to share experiences and perspectives can help immigrants and refugees feel more welcome.](#)
- **Equity Key Finding 7:** Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family.

## Credits



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