



Fostering  
Readers

# Variations and Extended Learning: Literacy Adventure: A Recipe for Fun

*Reading, Exploring, and Writing Recipes*

*Aventura de alfabetización: Recetas - ¡Cocinando Con Palabras!*

**Age Range:** K + up

**Group Size:** flexible

**Time Range:** 45-90 min



In this Variations and Extended Learning Guide you will find a wide variety of research-supported tips for engaging participants of various ages, cultures, languages and abilities in the Literacy Adventure “A Recipe for Fun.”

**Tips include:** Ways to shorten or extend the program; ways to work with pairs and with groups of different sizes, ages, and language backgrounds; additional activities; discussion ideas and sentence prompts; DIY stations and other passive program ideas; vocabulary extension activities; what to do if participants finish early; ideas for K-3 storytimes; and suggestions for family engagement.



## Key Elements and Strategies for Any K-3 Literacy Adventure

### Key Elements

Every literacy adventure should include these fundamental, [research-based](#) elements to foster literacy development. Detailed tips and strategies can be found in the document [Key Elements and Key Strategies](#).

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

## Key Strategies

These key strategies will help you implement an activity rich in literacy skill-building.

- Read aloud interactively
- Ask the three Visual Thinking Strategy questions
- Discuss with a buddy
- Extend language
- Nurture diversity in languages

## If some participants finish early

If some participants finish early while others are still working, you could suggest they:

- 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 group

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

## Shortening the 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 and or check out, and the recipe template to create their own recipes at home.



**TIP:** 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

Explore the metaphor of “A Recipe for Disaster” and brainstorm some “Dog Disaster” recipes:

- Explain the metaphor: *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, modelling 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.)
- **Say:** *I thought these characters had a fun day. What were the ingredients that helped them have a fun day?* Write and/or draw participants’ suggestions up on your whiteboard or flipchart under the heading “Ingredients.” (E.g. friends, sunshine, yummy snacks, adventures, rocks, sticks...). Welcome and invite responses in the language(s) or language in which participants feel comfortable.
- **Say:** *Let’s think of this story as a recipe for having a fun day. We’ve already got some*

*ingredients. If this story is a recipe, what are some of the recipe's steps for having a fun day? 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?*

## Recipe Writing Activity: A Recipe for a Fun Day

This extension follows well after the previous entry about [reading aloud a picture book featuring characters having a fun day.](#)

### Introduce Concept: a “recipe for fun”

**Say** (e.g.): *This weekend I had a picnic with my friends. I brought my dog, a frisbee, and my ukulele. 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.*

Mini-brainstorm to help the group think of example “fun day” ingredients and directions, participants create their own “fun day” recipes: Write participant suggestions on the board/paper, using 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;*
- *ayummy 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 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? Say:** What are some directions you might suggest in a Recipe for a Fun Day? Write a few of these up.

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

### Write

**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?

Follow the steps of main activity including handing out blank recipe templates, providing support during creative period, helping participants title their recipe collection, sharing or discussing it as time permits, and providing recipe templates to take home.

## Book Browsing, Online Reading and a Neighbor Share



**TIP:** 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 notes:** Discussing topics that interests children provides authentic and meaningful language opportunities — the perfect environment for language acquisition! Remember to allow for plenty of “think time.” 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 and sharing with the whole group allows for practice sharing prepared ideas in front of a larger group. Both help with language acquisition!

### Variations:

- **Book Browse at the end:** Move the time for Book Browsing to the end of the activity (make sure to save plenty of time). Set out a few cookbooks at work stations so participants can still look at recipe examples as they do the activity. During Book Browsing, you might encourage participants to look through the cookbooks for recipes they might want to try at home.
- **Discussion- reading recipes online:** Many people 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 [read these prompts and write them so everyone can see]:*

- 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 \_\_\_\_\_.*

Note on Sentence prompts: 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.

## Make the Recipe

**Make 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.)

**Make a Different Kind of Recipe:** For example, try making slime or trail mix.

## Writing Recipes

### Extended Learning

- 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 of 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 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:

- **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 and/or 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

### Extended Learning:

- Debrief making the recipe if your group made ice cream, slime, trail mix, etc. In the large group, small groups, or pairs, talk about what it was like to make the recipe; what changes they'd make next time; etc.

Participants could write down recipe notes for what made their version unique (amount of glitter in their slime, for instance).

- 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?

## More Actual Food Options

**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/>.)

**Trail Mix:** Provide items to mix such as nuts (if no allergies), dried fruit, and puffed rice.

**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!

## 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 (for dry and liquid ingredients)
- 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 or contribute to the group cookbook. Your sign might specify any combination of the following:
  - A real recipe they know and love;
  - A recipe they make up;
  - 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 or 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).

## Family Engagement

### *Family Engagement Suggestions*

**Asking Questions:** Encourage adult participants to support their young readers and 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?

### *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.

## 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\\_Garrner/4.2.04.H%20Recipe%20Card%20Template.png](https://ceas.uc.edu/content/dam/ceas/documents/CEEMS/instructionalunits/Dress_it_up_Garrner/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 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
- San Diego Zoo Kids page: search for "recipes": <https://kids.sandiegozoo.org/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)