



### ACTIVITY 6: RECIPE WRITING

**AGE:** K – 3rd Grade

**WHAT YOU’LL NEED:**

- Blank paper
- Pens or pencils
- A favorite recipe, or a recipe from a box or can already in your kitchen

**PURPOSE**

Cooking is a fun activity that families can do together any day of the week. Cooking includes reading, math and the ability to put actions in order. This activity adds a couple of steps into cooking to help your child practice writing as part of making a meal together as a family.



This activity relates to these elements in the **Literacy Development** domain of the VELs:

- Writing
- Reading Informational Text

**HERE’S WHAT YOU CAN DO!**

1. Find your favorite recipe, or look for new recipes in magazines or on the boxes or cans you have in your kitchen.
2. When you find one you like, ask your child to:
  - » Write a list of the foods you’ll need for the recipe. This can be a list that they check while they are getting things together in your kitchen, or the list you take to the grocery store.
  - » Write down the recipe on another piece of paper. Yes, your child could follow the recipe from a book, magazine or box, but this extra step will help. When children learn how to cook, they often miss or skip steps – writing down the recipe will help your child remember all the steps in the process. And, it gives them writing practice outside of school.
3. One you have all you need, it’s time to cook!



Please remember that your child needs supervision with stoves, hot water and sharp utensils. Please be sure to always supervise your child while you are making your creations!

## SWITCH IT UP!

Here are some different ways that you and your child can do this activity throughout your day together.

- If English is not your home language, you may choose to have your child do this activity in English, or in your home language, or both!
- Older children may have ideas of things to add to the recipe. Ask your child, “Is there anything else you can think of that would make this taste good?” Ask them to add what they suggest to the list, and have your child write in where in the recipe the addition should go.
- After you complete the recipe and have tried it, ask your child to write down their thoughts on the back of the recipe they copied. Ideas can include what they liked and didn’t like, what it needed more or less of, or what they would do differently next time.



## BRIDGING ACROSS DOMAINS

These are ways to work on other areas of development (or bridge across domains) during the same activity.

- **Dual Language Learners:** You may choose to have your child do this activity in English, or in your home language, or both!
- **Language:** As your family shares the meal, talk with each other about the tastes and textures of the food you have prepared. Ask questions about what it needs or what should be different if you make it again. Be sure to compliment the chefs on their efforts!
- **Problem-solving:** If something happens to go wrong in the process, ask your child what they think happened, and help them think of ways to undo what has happened, or what to do differently next time. This will help your child learn how to manage their emotions about having things go wrong, as well as how to stay persistent in the face of problems.



## CHECK IT OUT!

Visit your local library and check out these books to read with your child.

- *Pretend Soup and Other Real Recipes* – Mollie Katzen
- *Stone Soup* – John J. Muth
- *Cooking with the Cat* – Bonnie Worth
- *Science Experiments You Can Eat* – Bonnie Cobb

Activity adapted from:

- Kilpatrick-Mascott, A. (2015). *7 Ways to Get Kids Writing*.

