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## VOOKS TEACHING GUIDELINE

Dear Teachers,

We are excited for you to be using Vooks! As the leading streaming service for children's books, Vooks brings an ever-expanding collection of animated storybooks to any smart phone or tablet. With a child-friendly approach that emphasizes critical elements of literacy development, Vooks helps inspire a love of reading and is a useful teaching resource for guiding young children on a path to reading success.

Pre-K 4 SA seeks to develop a world-class workforce through high-quality early childhood education for all children in San Antonio. Partnering with VOOKS is an opportunity to gain access to books in every child's home in our city! VOOKS can enhance the powerful impact on children's language learning and development. As an educator, you can leverage the VOOKS library to extend classroom learning into the home.

Pre-K 4 SA's user friendly guides on sharing VOOKS with children for educators and parents, outline simple practices with the goal of achieving measurable outcomes in children's literacy and future academic and lifelong learning.

We hope Vooks becomes a daily resource as you guide children on the journey towards becoming readers!

Thank you,  
Pre-K 4 SA & Vooks

Literacy Objectives from the Texas Infant, Toddler, and Three-Year Old Early Learning Guidelines
<b>INFANTS 0-8 months</b>
<ul style="list-style-type: none"> <li>• The child focuses attention.</li> <li>• The child moves their body, make sounds during familiar songs, fingerplays, or rhymes.</li> <li>• The child touches, looks at, or make sounds when looking at picture books with adult.</li> </ul>
<b>TODDLERS 8-18 months</b>
<ul style="list-style-type: none"> <li>• The child enjoys being read to and exploring books (in home language and in English).</li> <li>• The child points to or names familiar characters, pictures, or photographs in books.</li> <li>• The child turns pages of sturdy books, look at the pictures, and make sounds or words.</li> </ul>
<b>TODDLERS 18-36 months</b>
<ul style="list-style-type: none"> <li>• The child enjoys being read to and exploring books and reading materials on their own (in English and in home language).</li> <li>• The child asks to be read to and has favorite books.</li> <li>• The child pretends to read familiar books.</li> <li>• The child names and describes familiar characters, pictures, or photographs in books with adult assistance.</li> <li>• The child recalls characters or events in familiar books.</li> </ul>
Literacy Objectives from the Texas Prekindergarten Guidelines
<b>PRESCHOOL</b>
<ul style="list-style-type: none"> <li>• The child enjoys being read to.</li> <li>• The child engages in pre-reading and reading-related activities.</li> <li>• The child enjoys looking at books and telling a story from the pictures or from memory.</li> <li>• The child self-selects books and other written materials to engage in prereading behaviors.</li> <li>• The child recognizes that text has meaning.</li> <li>• The child interacts with a story as it is being read aloud.</li> <li>• The child interacts with books by describing what is seen/read in the book.</li> <li>• The child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</li> <li>• The child asks and answers age appropriate questions about the book.</li> <li>• The child asks and responds to questions relevant to the text read aloud.</li> <li>• The child will make inferences and predictions about text.</li> <li>• The child understands that illustrations and print carry meaning.</li> <li>• The child can distinguish between elements of print including letters, words, and pictures.</li> <li>• The child imitates actions that demonstrate that text progresses across pages.</li> <li>• The child demonstrates understanding of print directionality including left to right and top to bottom</li> </ul>

## Educator Tips for Using Vooks

### ***TIP #1: Reading aloud every day builds strong brains!***

- Activates areas in the brain that involve understanding the meaning of words and concepts tied to memory.
- Produces a state of mindfulness that reduces stress and improves mental health
- Introduces children to a world outside of their own reality and increases content knowledge, vocabulary and different global perspectives
- Improves listening skills
- Promotes self regulation
- Fosters cognitive development including language skills, information processing, reasoning, intelligence, and memory.
- Nurtures emotional development
- Cultivates a lifelong love of reading

### ***TIP #2: Find books that are age and developmentally appropriate for your student's reading level.***

Here's a helpful guide for choosing age appropriate books:

<b>Older Infants</b>
<ul style="list-style-type: none"> <li>• Choose books that have single words with large pictures so that infants start associating meaning to the words.</li> <li>• Books with simple sentences or rhymes appeal to older infants.</li> <li>• Infants enjoy books with images of babies and small children.</li> <li>• Stories with surprises are fun for children at this age.</li> </ul>
<b>Toddlers</b>
<ul style="list-style-type: none"> <li>• Look for books about everyday experiences.</li> <li>• Introduce books about feelings, colors, numbers, shapes and letters.</li> <li>• Select books written with predictable text and rhymes.</li> <li>• Try books showing children doing common things they may do and that tell simple stories.</li> <li>• Relax at the end of the day by choosing bedtime story books.</li> <li>• Encourage your child to sing along to books with songs.</li> </ul>
<b>Preschoolers</b>
<ul style="list-style-type: none"> <li>• Select books that promote imagination and problem solving.</li> <li>• Search for books with real-life circumstances that reflect aspects of your child's everyday life.</li> <li>• Choose books about the ABC's, counting, and simple concepts that appeal to your child's interests.</li> <li>• Introduce your child to books that show cultures around the world that are different from theirs.</li> </ul>

**Choose Stories Related to Children's Interests**

- Stories written for children to enjoy are preferable to materials developed for the expressed purpose of teaching reading during read alouds. Children's storybooks have countless opportunities to experience the richness of language. The variety of characters, situations, and information a storybook can provide contributes to building background knowledge about diverse topics which will promote comprehension in future academics for life.
- Observe, listen, and seek to understand what young children are interested and curious about in order to intentionally choose VOOKS to deepen that interest or widen the scope of related learning possibilities.

**Seek Predictable Books**

- Predictable books are particularly helpful in encouraging rereadings. Predictable books contain repetitive language and/or predictable story lines to encourage independent reading.
- Choose a variety of fiction and non-fiction predictable books for children to read according to their interests.

***TIP #3: Have a conversation about the book with your students while reading together.***

Start with following student's leads in their response to the story. The conversation after reading the VOOKS story is just as important as enjoying it in the first place. The act of talking is what helps student's brains take what they learned and store it into their memories.

Children will develop the meaning around reading and writing only when they are engaged in inquiry based discussions about the stories read. Watch for expressions on your student's faces and circle back to those moments to ask "What did you think about that part?". Invite discussion about the stories by thinking aloud in order to:

- Predict, and then confirm or disprove the prediction
- Make connections to other books
- Make connections to personal experiences
- Consider characters and what makes them do or say what they did
- Express likes and dislikes about the story

Borrow from these types of questions to get a conversation started! Share your own responses to the above questions. Children learn so much from hearing adults talk about their thinking!

FACTS	FEELINGS	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>• What did you see?</li> <li>• What did you hear?</li> <li>• What was the character doing in the story?</li> <li>• What happened in the beginning, the middle and the end of the story?</li> <li>• What did you notice about the place(s) in the story?</li> </ul>	<ul style="list-style-type: none"> <li>• When did you laugh?</li> <li>• What did you like?</li> <li>• What did you not like?</li> <li>• How did the character feel? (And why do you think that?)</li> <li>• How did it make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Has this ever happened to you?</li> <li>• What did this story remind you of?</li> <li>• What would you have done in the story?</li> <li>• What could be another ending to the story?</li> </ul>

***TIP #4: Create a literacy rich environment for using VOOKS.***

Young children respond well to routines and rituals. There is comfort in knowing what to expect and when. When a child knows what to expect in their routine or ritual, their minds and bodies naturally begin to move into a more relaxed state. This is an optimal state for learning.

**Things you can do to create literacy rich environments:**

- Choose a location in the classroom and time of day that works for your schedule and when you know you won't be hurried to start the next activity.
- Choose a comfortable place in the classroom that has minimized distractions.
- Turn on special lighting to signal it is reading time.
- Sing or play a selected song every day before reading time.
- Make rereading VOOKS a positive experience by demonstrating the pleasure you receive from enjoying the story again with your students.
- Talking about the VOOKS story is just as important as reading it. Share ideas, ask questions, make connections to experiences, and strive to understand multiple perspectives.
- Creating a reading ritual and rereading books is the first step in making voluntary reading a habit.