

# Tip Sheet: Reread Books to Children

## FOR PRESCHOOL TEACHERS

For additional support on this topic, visit <https://bit.ly/QTReread> to view a short video.

### WHY?

Sometimes teachers avoid reading a book more than once, thinking that children will get bored hearing the same story again. However, repetitive readings are very beneficial.

#### Rereading books to children:

- Encourages a deeper understanding of the text. During repeated readings you can ask questions that require higher-level thinking.
- Promotes growth in language skills – both **receptive**, or listening, and **expressive**, or speaking, language.
- Provides opportunities to focus on different parts of the book. For example, during a second reading you can draw children's attention to how the illustrations support what is going on in the story.

### WHAT?

**Rereading** books to children sounds simple— just read the book more than once! To get the most benefit, vary the experience each time. This is easily done by giving children opportunities to engage with the book instead of just passively listening. Asking different questions and directing the children to pay attention to or notice different things, makes it a unique experience each time. Reading with an engaging tone or using voices for characters draws children into the story.

### HOW?

There are many ways to reread books to children. Here are some examples of different things to focus on with each reading:

#### ■ First Reading – Basic understanding and predictions

During the first reading, ask more literal questions to make sure children have a basic understanding of the text. You can also explain some of the vocabulary words that are important for understanding. For example, if you are reading a book about seeds, it may be important to explain what the word *germinate* means, if it appears in the text. This is also a good time to ask children to make predictions. For example, "Now that the children have planted the seed and watered it, what do you think will happen next?" You can also talk about how the character solves a problem.



#### TEACHER TIP

**Not every book is a good choice for repeated read alouds. Choose books to reread that have a complex story line, rich vocabulary, or interesting information so that children can get something valuable out of every read-aloud experience.**

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### ■ Second Reading – Review and go deeper

Asking questions before the second reading of a book will let you know what children remember and understand from the first reading. You then have an opportunity to clear up any misunderstandings. Asking more questions requires children to make inferences and encourages their higher-level thinking skills. Most “why” questions require children to make inferences, such as “Why do you think the character did that?” Also use the second reading to review the previously highlighted vocabulary and to explain any additional words. Research demonstrates that children need several exposures to a new word before they learn it.

### ■ Third Reading – Deeper still and retell the text

A third reading allows you to ask even more challenging questions. For example, “We know in this story that the character does ... What would have happened if instead the character did...?” You can also guide children to retell the story during the read aloud by asking children what will happen in the next section, and then reading to confirm their statements. The third read aloud allows for more exposure to and discussion of important vocabulary.