

01_AXR

open-ended

*HV1: Okay, very nice. Excellent. Thank you. Okay, so now we're gonna get to just some kind of open ended questions that are a little bit less formal, so I'd love to know about just Child P's daily routine. What does she do from the time she wakes up until the time she goes to bed?

*PAR: She get up in the morning, get dressed, get ready for school. I'll walk them to school. They have morning care, so I think they'll have either 10 or 15 minutes each morning of reading before they get a chance to play.

*HV1: Okay.

*PAR: Then they'll go to breakfast, and I think they get to their class at least about 15 minutes before the other kids do, so that's another 15 minutes that they could either read or try to go over the homework to see what questions they didn't understand. I think it took out probably one elective this year so they could have more reading time at school, because now the EOG's coming up, so they're trying to get the kids more reading time, so they took away one of their electives.

*HV1: What elective did they take away? Do you know?

*PAR: I think she said she's in dance, so I think –

*HV1: That's a fun one.

*CHI: _____ dance class.

*PAR: That's the only one that you're in? Okay, so I think what it is, they send a paper home for the parent to choose what electives they want their kids in, and I try to give them a variety of either dance, science, or math, or some kind of – probably reading, so she gets additional reading and additional math, so I think the only one they probably pulled her out was some kind of – what was the one that you did last year? Was it chorus?

*HV1: Yes.

*PAR: Yeah, I think that's the one that they didn't have up there as a chosen elective was the chorus.

*HV1: That sounds like fun. Those sound like good electives, dance and chorus.

*PAR: Yeah.

*HV1: I'm jealous. Okay, so after school, what does her routine look like?

(Background conversations)

*PAR: Okay, she comes home. She do the homework. Probably read for a couple of minutes and then she'll go outside and want to play basketball.

*HV1: Yeah. Does she play just right outside here –

*PAR: Yeah.

*HV1: – or does she go down there?

*PAR: Yeah, right here.

*HV1: Nice. Very nice, so she plays basketball typically like – I mean I know as a kid I didn't come in until the sun set.

*PAR: And I think that's what she tried to use to her advantage, because I have a street light right there at my driveway, so they would try to be out there at least about 8:30, 9:00 when it's dark, still trying to play.

*HV1: Yeah, that's right. You've gotta get all you can. Very nice, excellent, so we're interested in learning more about Child P's books and her reading interests, so Child P is showing (Home Visitor) some of her books right now. Where you would say your child gets most of her books from? You mentioned she gets them from teachers and where else would you say she gets her books?

*PAR: I think the library sometimes probably gives some books away.

*HV1: Yeah.

*PAR: She'll probably come home with one, two books, but at the end of the year I think is when she comes home with – she'd have anywhere from 10 to 12 books that the teachers know that they're not gonna use no more, and they'll give her and her sister some to read and stuff.

*HV1: Very nice, excellent, so what are some of the things that you do to help Child P become a good reader? Any things in particular?

*PAR: Some of the homework that she have is the EOG packages.

*HV1: Yes.

*PAR: And I will make my own copy and I would read it and then I would just go ahead and put my emphasis down, and sometimes to make sure that I knew if she read it, I would try to mark at least two of the answers wrong and have her to show me if that's the right answer or not, and she'd just mark an answer I knew that don't make sense. I'll say, "Well, did you read it?" She'll be like, "Yeah, I did." Like, no, you didn't.

*HV1: That's pretty good. That's tricky. I'm gonna have to use that as my daughter gets older. I like that. That's very nice. Okay, so you'll do the EOG passages and she'll have to correct your mistakes.

*PAR: Yeah.

*HV1: I like that. Is there anything else that you do to help her become –

*PAR: The lady at our church normally gives them a Bible verse to read in the Bible, and I bought them their own Bible, so it's based on their age and it's worded differently from ours, so I would have her read hers out of her Bible and then she'll read it out of mine so she could see it's saying the same thing but it's just different. It's worded different. If I have her to read out of mine first, she'll be like, "Okay, I don't understand this." I'm like, "Okay. Read it out of yours."

*HV1: Yeah.

*PAR: And then she'll understand it a little bit different.

*HV1: Wow. I like that, so kind of making it a little bit easier first, but then showing her the harder passage after that.

*PAR: Yeah.

*HV1: That's fantastic. I love that. Very nice, so what do you do when Child P is having a hard time with a book or with a Bible passage? You mentioned you give her an easier passage. Is there anything else you do?

*PAR: I just let her take a 10 or 15 minute break, just kind of regroup her stuff and just try to tell her to go back in there and read it over again and if she don't understand it, then I'll explain it to her in the best way that I can (background conversations).

*HV1: So what are some questions that you ask Child P when you talk about books that she's read?

*PAR: What's the main idea? What does she think the story is actually about, the characters. What took place? What does she think is gonna happen? Does she feel like it could've ended another way?

*HV1: That's nice. Those are excellent questions. I love that, so what, if anything, do you do to make her want to read more, to make Child P want to read more?

*PAR: Try to let her see me reading. Yeah.

*HV1: That's wonderful, so are there other people in the home that Child P reads with or that help you read with her?

*PAR: Sometimes her and Child V will read together, but they'll have a hard time deciding on what books they want to read, because Child V might wanna read this and Child P might wanna read another kind of book.

*HV1: Yeah. That's the sibling rivalry. It's hard sometimes. How do you know if Child P has done a good job when she's reading a book? Is there anything that you pay attention to?

*PAR: I pay attention to how she's reading, if she's able to understand what she's reading.

*HV1: Yeah, so tell me more about the how she's reading. What does she do when she's reading in a way that makes you think she's understanding?

*PAR: If she's dragging what she's reading, then she's probably not really showing any interest in it, but if she's got a certain speed to it, then I'll know, and I might stop her and ask her what a certain word means or does she understand what that word means. She might like, "Tommy and Michael wanted to play ball (reads exasperatedly and sighs)."

*HV1: The sigh and the little –

(Laughter)

*PAR: Yeah.

*HV1: Come on.

*PAR: Are you really reading this? She's like, "Yeah, I'm reading out loud."

*HV1: Yeah.

*PAR: I'm like, "Okay."

*HV1: Very good. Okay, so thank you so much for talking with me today. This has been really informative, so I hope _____. I've learned a lot, so thank you very much.

*PAR: You're welcome.

other excerpts from home visit

*PAR: I think what she'll do, she'll kind of skim through it, and if it catches her eye, then she'll read it, and I think that she kind of got that from me, because when I'll look at a book, she's like, "Mom, why do you read the back of the book before you read the front?" I'm like, "Because sometimes you can get a general idea of what the story is gonna be like because they have a little dialogue in the back or it'll have a preview of another book that was made before that one, kind of like an introduction to a chapter two book."

*HV1: Yeah.

*PAR: I said, "So you can actually get kind of the main idea in the back of the book." She said, "Oh, I'm gonna try that." I said, "Well, that's for bigger books, when you get older. Kid books don't have that," but if it catches her eye, then she'll probably –

*HV1: Then she'll like it.

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*PAR: I know that there's information in reading. That you might read something and be like, "Wow. I didn't know that." There's always information in reading.