

01_AGK

Open-ended interview

*HV1: Good. And that's it for you. We're gonna wait until – these are the questions that I ask you if you want to keep them. We are going to wait for them. _____. And then you are gonna ask her about what she read and you're gonna learn how to use the tape recorder.

You are a busy girl. Do you have two boys?

*PAR: Yes. He's 10 and my oldest is 15. He doesn't exist outside of his room and his laptop. He stays pretty much in his room with his computer. And so it's really hard. You know you see him leaving for school and see him come in. He knows the smell of food. He comes to get his dinner.

*HV1: _____ I need money.

*PAR: Right. Right. _____. Every once in a while. But he sustains himself for the most part. I don't really have to – you know we cook dinner. We try to eat together _____ home. But, you know he does his own laundry. He cleans up behind himself. And I try to do that with all of them to make them self-sufficient. You know especially with the fact that I spend a lot of time at work. I work between 40 and 45 hours a week. So in retail. So it's kind of, you know even when I get home.

*HV1: Tiring and busy.

*PAR: Right. When I get home I'm done, you know. I don't really have much energy. When I work in the evenings, you know they're already – they're in school when I leave. And they're usually in bed by the time I get back home. So I don't get to see a lot of them during the week. And my Saturday I work 11 hours Saturday. I work 10:30 to 9:30 on Saturdays and I go back to work at 8:30 on Sunday. So it's like most of the weekend I'm at work.

*HV1: What kind of things do you do to help her out when she has difficulty with a book?

*PAR: _____ like sound them out. And she actually has little phrases that I've given her. Like when there are two consonants next to each other, two vowels next to each other the first one does the talking, the second one does the walking. So she can figure out how to sound it out. Or I'll tell her, you know listen to herself and if she's having a hard time figuring it out, you know I'll ask her does that

sound like a real word or does that sound like a word that you've heard before. If she hasn't, I'll tell her, well, you know try sounding it out again until she figures out what it is and then I'll ____okay, do you think that's the real word or is that how it's supposed to sound? And _____. And then we do some activities on the computer out of the like phonics activities on the computer. Different websites. ____ the school level. And you know how to give her some tips on how to figure out or how to _____. For the most part, I do the same thing I learned in elementary school when I was coming up. To try to sound it letter by letter until you get it, you know. Figure it out.

*HV1: What kind of questions do you ask her after she reads a book?

*PAR: What it was about. Who was the main character. Things like how it ended. Because then I know she read the whole thing. She likes to tell you about the beginning of a book, you know. I ask her how it ended. I ask her to tell me something about what happened leading up – like a series of events leading up to the ending. And I notice that she likes a lot of realistic things. Like, you know history or a story that has some ____ to being true. So I'll ask her like how does she think it would happen now or what does she think she would have done if she was there. You know. Things like that. Like I said, she loves history. Especially _____.

*HV1: What do you do to motivate her to read?

*PAR: I don't really have to do a lot of motivation really. Honestly. All three of them ask for books. They ask to go to the library constantly. They look for – you know they look up specific books on the computer, something like that. And they'll ask for it. The Bone books is one of their favorites. And we actually have started working on getting them the whole series. I think it's ten books. Ten books, Child J? I think it's –

[Cross Talk]

That's the oldest. But, you know I don't really have to do a lot to get them to read.

*HV1: Great. That's amazing.

*PAR: - come from a family of readers.

*HV1: That's awesome. And anybody else besides you to help her with her readings or motivate her or do things around books?

*PAR: My husband.

*HV1: Your husband. Good.

*PAR: He's pretty much the same _____. _____.

*HV1: How do you know that she did a good job reading a book?

*PAR: I ask her about it. ____ different questions _____. You know. Like I said about how the book was, what the series of events that happened in the book. How it ended. Things like that. And if she can't answer or she can't figure out what it was, then I'll have her go back and read that portion again. Most of the time that's done for school work. But I'll have her go back and read it again until she can tell me. If there are questions on her worksheet or whatever that she can't answer, instead of me letting use the process of elimination, which she likes to do, I'll make her go back and find that specific sentence and then tell me okay, what the answer is _____.

*HV1: Great. What do you think it makes a third grader good reader?

*PAR: I would say it's multifaceted with phonics, retention, like understanding what they read, and their ability to relay what they read to another person. If you can explain it, then you know they understudied it for themselves and they can _____ doing a pretty good job of reading it themselves.

*HV1: How would you describe her skills as a reader?

*PAR: I believe her skills as a reader are lower than many _____ could be. And we work together on that. We've been working together on that for a while. But like I said, I think what ____ does is a lot of times she anticipates what it's gonna say but she doesn't actually read what it says. And I have to get on her about, you know don't say what you think it's about to say. That's why we went with some of the books that don't have pictures. And I started giving her some chapter books. Because she can't look at the picture and say, oh, the cat and the dog were blah, blah, blah. She has to actually read

and see what's happening. And with the Amelia Bedelia books and the Junie B. books, you know there's one lead picture. But she really can't tell what's going on from that picture. She has to read to find out. So.

*HV1: Good.

*PAR: We started on that.

*HV1: What are your goals during the summer for her in reading?

*PAR: I would like to increase her reading level. Actually beyond her school requirements. It's always my goal to get them to be better than expected. Or be more than expected. And Child J, he's a big brother. He works with her too. He's an AIG student. He's in William and Mary's curriculum. So a lot of times he'll share with her his work and try to challenge her, you know to get to what he's doing. He's going to fifth grade.

*HV1: Awesome. That's wonderful.

*PAR: And they play games and quiz each other, especially in math. They quiz each other. You know what is such and such and stuff like that. It helps out because when I'm not or her dad's not available, she's got them two. And, you know they're actually harder on her than we are. Cause they're her peers. But I believe that she absorbs better too from them than she does us. A lot of times with kids whatever comes out of your parent's mouth doesn't make sense _____. But with them, you know she listens _____.

*HV1: Yeah. Yeah. It's fun.

*PAR: Right.

*HV1: She's the youngest.

*PAR: Right.

*HV1: Must be fun.

*PAR: She's the baby. Yeah.

[Cross Talk]

*PAR: That's what they were doing, eating dinner. But she wanted –

*HV1: We all _____. We all _____.

*HV2: Yep. We're getting to the last part.

*HV1: They had their own thing so.

[Cross Talk]

*PAR: He works really mostly with _____. Creating music and anime and learning computer programming.

*HV1: So are you into computers then for college? My son was too. In by your age. But then he switched to history and then to psychology. He end up in education.

*PAR: See, I went to college and I was a biology major. And then when I came home – I didn't finish, but when I came home I ended up becoming an accountant.

*HV1: Ah huh accountant.

*PAR: - anything close to _____. It was so funny. I never realized how much I liked numbers. And then, you know I started out doing taxes and went from taxes to bookkeeping and to accounts receivable and all. And I was like, I like numbers better. I still like science, but I like numbers better than science.

*HV1: Numbers and science.

Other coded excerpts from home visit

*HV1: What are some of the favorite things that you do with her?

*PAR: I _____ race with the word finds. Let me race with you. Who can finish the puzzles first. Or who can find the word first. We did it together. And, you know try to find the word first. We play a game called dots. You make squares around the name and try to do that.

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PAR: we'll read separate books together but not, you know the same book. And then we'll swap and I'll ask her to tell me what she read and I tell her about what I read. And then we also do – there's a game where I like have them to find an article and read the article but they only get about five minutes. You know. And then what I do – I read all of them, but I have them read it. And then afterwards they have to summarize the article to me. And when they finish, I should understand what the article's about without having read it.

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*PAR: she reads every day. She has to read every day between 20 and 45 minutes for her class. So even though I don't have to know what the book is or the teacher assigns the book, I'll ask her about it so she can't just write it down and say, you know I read it. I'll ask her what the book was about or just tell me one thing. Or I'll open it and choose a sentence somewhere in the book and ask her to tell me what that part of the book was about so I can read over it quickly and see if she actually read. I think one of the issues that Child A has is she reads but not necessarily retains sometimes. It's just like, you know going over it –

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*HV1: And how often do you talk with Child A about the readings? Never or once or twice a month, once or twice a week or almost every day.

*PAR: I'm gonna say at least once or twice a week. Cause that's one of my concerns is her reading. She, like I said, she reads but sometimes she doesn't retain. I'm trying to work with her on being able to answer questions about it for the worksheets that they give. To actually read with understanding what's going on so that later on she can answer a question without having to refer back to the _____. _____.