

01-AIS

open-ended interview

*HV1: So that is the first half of our stuff together. The next is just a series of open-ended questions and I won't be taking any notes. First question: we're interesting in knowing the kinds of things that you and your third grader do just in your everyday routine. So if you could just tell me about a typical day for Child S from the time he gets up to when he goes to bed.

*PAR: Okay, getting up. Let's see, he gets up probably about 6:30 and I usually wake him up and he -- you want details like brush his teeth?

*HV1: Whatever you consider his routine. Don't be afraid of being too longwinded, just whatever you think matters.

*PAR: Okay. So a typical day for us would be 6:30 I wake the kids up and then they get ready on their own -- well, Child S and his older brother do. And he -- Child S doesn't have to be to school until 8:45; I go to work earlier than that. He goes to his other grandfather's house in the morning and his grandfather takes him to school for me so when we leave from here we take Child C to school, who is my oldest son, and then I drop off Child S at his grandfather's house and he does all this stuff there as far as brushing his teeth, washing his face, eating -- he does all that over at Grandpa's house, although he does get dressed here.

From there Grandpa takes him to school and he's in school from 8:45 to 2:30 and Grandpa picks him up from school at 2:30 and then he goes to Grandpa's house. I get off at 4:00 so from the time he gets home, usually about 3:30 he usually starts his homework. He usually doesn't have to be told to start his homework; he usually just goes ahead and does it on his own. When he finishes he's outside playing, or if he doesn't finish all of his homework then he'll just go outside and play for a little while then I pick him up at 4:00 -- well I get off at 4:00 so I pick him up about 4:30ish. From there we come home, he will finish his homework and he usually like eats a snack or something and he's either outside playing or playing a video game or watching a little bit of TV. Then 7 o'clock is shower, and just like regular like interaction like playing with his sister or playing with his brother, just laying around on the bed watching TV with me or whatever. That changes daily. Then it's 8:30, 9 o'clock it's bedtime.

*HV1: That's a perfect explanation of a routine. That's what we wanted. Thank you. So second question: we're interested in learning more about Child S's books and his reading interests. I know right now Child S is showing (Home Visitor) some of his books. So our question for you is where does he get most of his books from?

*PAR: The book fair at school and also from the book store, Barnes & Noble or something like that.

*HV1: Next question: what are some things you do to help Child S become a good reader?

*PAR: I encourage him to read and I tell him the more you read the better you become at it and also encourage him to read out loud. I love to hear him read and have an expression in his voice when he's quoting something from the book, when people are talking. Just telling him that reading is great.

*HV1: What if anything do you do when you see that Child S is having a hard time with a book?

*PAR: I don't really see Child S having a good time; I really don't. Maybe because of the books he's getting he's not struggling with them so far. Maybe as he gets older and the books get harder maybe it might be something different.

*HV1: What are some questions you ask him when you talk with him about books he has read?

*PAR: Asking him what he found interesting about the book or who are the characters in the book and what are they doing, stuff like that.

*HV1: What if anything do you do to motivate him to read?

*PAR: Buy him the books, especially when it's a series he likes and he has all of them.

*HV1: How many are there in that series? I need to get up to speed on this if I'm going to talk to kids about it.

*PAR: You've probably got to ask him; there's probably at least eight to ten right now.

*HV1: Wasn't there a movie?

*PAR: It is yeah and he has the movies -- there's two of them.

*HV1: Does he just love it?

*PAR: Yeah, him and his brother both, yeah.

*HV1: How old is the younger brother?

*PAR: Child C is going to be 12 next Wednesday. Yeah, he's in sixth grade. I think Child S was really interested in the series probably earlier than he should have been because it's kind of -- for his age now I think it would be more appropriate but he was interested in it when he was in first, second grade.

*HV1: He's been an avid reader since a long way back.

*PAR: And that's because he's got an older brother so his older brother was into the series.

*HV1: That makes a difference. But I interrupted you. You said you motivate him to read by just buying him the books? Was there anything else you wanted to share?

*PAR: No.

*HV1: I'm going to take a break and see how they're doing on their progress and be right back.

They're almost done so I'm just going to ask you a few more questions. Are there other people in the home that help Child S with his reading and if so what do they do with him?

*PAR: No I don't think so, other than his older brother, and I don't know if it's really helping him but maybe it is if they're talking about it.

*HV1: What does Child C do?

*PAR: Just the two of them even talking about the book itself, whether they intend to be helping each other with the book or not just them talking about it is kind of helpful.

*HV1: Okay. How do you know if Child S has done a good job of reading a book?

*PAR: I guess I don't really know unless it's something for school then I know he's done a good job from his summary of it or his grades.

*HV1: So when you say a summary do you mean his ability to articulate to you about it?

*PAR: Right or writing it down on paper.

*HV1: His grades? I know that's kind of a vague question so that's a helpful answer. And what do you think makes a good third grade reader? What should they be able to do at that age?

*PAR: Wow. A third grader as far as reading -- what should they be able to do? I think they should be able to read chapter books and I think they should be able to identify the basic I guess fundamentals of reading, like they should be able to identify main characters, a setting, what's going on in the book, how did the people feel. I think they should be able to answer questions like that.

*HV1: And two more questions left: how would you describe Child S's reading skills?

*PAR: Oh man. I'm _____. He does a very good job at reading, putting it into words. I don't know.

*HV1: That's fine.

*PAR: I don't know how to describe his reading skills. Is that what you asked?

*HV1: Yes. How would you describe his reading skills?

*PAR: He's like above his grade level right now. He's -- I don't know how to put it into words.

*HV1: That's fine. Anything you can tell us is helpful, and again, these are pretty vague and open-ended so don't even worry about it. Last question -- and this should matter: what goals do you have for Child S's reading this summer?

*PAR: I want him to expand his mind into reading something other than just this Diary of a Wimpy Kid and he also likes these other series too but I want him to explore the overall possibilities of all the books out there he can be reading and there's just so much more he might find interesting that he might not even think about right now so I want him to be very open-minded when it comes to reading. And I would like to him to do more reading on his own and taking the time to actually know what he's reading and if he doesn't understand it then to ask questions.

*HV1: So it sounds like just diversifying their interest. So those are all my questions for you. Thank you. It sounds like they have a little bit longer to go so why don't you and I just get ahead -- we can just do the gift card and the receipts and stuff right now so I'll just get that.