

01-ANR

from open-ended interview

*HV1: Okay. Perfect. Thank you. So now we're gonna move onto some kind of more open-ended questions. So I'm interested in like what does Child N's typical day look like? Like she wakes up at – from the time she wakes up until when she goes to bed.

*PAR: Oh, she wakes up, gets dressed for school or wherever she has to go. Then I drop 'em off at school. Then by the time I be at work, so she'll get picked up – they'll get picked up by their uncle, brought back home and they start directly on homework or whatever they have to do. And then after that, it's basically free time till 9:00, well, 8:30, then they have to come in, get ready for bed.

*HV1: What does she like to do for free time?

*PAR: She'll read. She'll play with some of her little friends outside. But most of the time, Child N might be in the house with a book or something like that. She's not really an outdoor – she'll play outside, but she's limited to the things she can do, so she'll probably run in and out.

*HV1: Nice.

*PAR: That's about it.

*HV1: Okay. That's perfect. Great. So right now, Child N's showing (Home Visitor) some of her books that she has and we're trying to get an idea of where would you say she gets most of her books?

*PAR: Oh, we'll probably go to like dollar store or something, or donations, school. I don't know if they got any from the church. I think they got some from the church. I think they did.

*HV1: Yeah. Wonderful. Nice. So what are some things that you do to help Child N when she's having like a hard time with a book?

*PAR: Oh, [laughter] I hate when I say it; sound it out. Sound it out; pronounce that. They know I can't stand it if it's not pronounced right, so they have to pronounce it right. And that's probably why she's

kind of a little bit articulate than what she is, but that's how I do. I'll sit down. I'll let 'em read it till they get stuck and that's the only time I jump in.

*HV1: Nice. Is there anything else that you do to help Child N become like a good reader?

*PAR: Tell you the truth, no. She's the one I never have to worry about with grades and nothing like that. She's just...

*HV1: She's just very self-motivated, yeah. [Laughter]

*PAR: Yes.

*HV1: Nice.

*PAR: Sometimes, tell you the truth, she'll help me. Like no, that's wrong. [Laughter] I guess I'm not smarter than a third grader. [Laughter]

*HV1: So what are some questions that you ask when you're talking about books with Child N?

*PAR: Books, I ask her – Child N likes to read – sometimes I guess she likes kids – she likes to read books that are like below her reading level, but she'll get to there I guess that she likes to play with little dolls, she'll read with 'em. But I asked her to read something that's like more challenging. I want her to read more challenging books so she can get the pronunciation and the meaning of some big words and all that stuff, so.

*HV1: Good. So are there any particular questions, like if she's just read a book and she's come up to you and she's like I love this book, are there any questions that you ask her to just kind of learn...?

*PAR: Yeah, I'm gonna [laughter] what happened in the beginning, what happened in the middle, what happened the end? I want to know the plot, the theme, who's the characters. I mean I go everywhere. I mean they sometime might say I'm overboard, but I don't think so. [Laughter]

*HV1: Yeah. Those are great. Those are great questions. Nice. So is there anything that you do to help Child N want to read more that...

*PAR: No, she really just does it on her own.

*HV1: That's amazing.

*PAR: I wish her brother would pick up some of that from her [laughter] but boys, Jesus Christ.

*HV1: That's amazing. Love that. So are there any other people in the home that she reads with or reads to?

*PAR: Grandma.

*HV1: Grandma.

*PAR: That's about it.

*HV1: Great. So what do they typically read when they read together?

*PAR: Newspapers, my grandma reads like those novelty books, but I guess she'll read her books. She'll sit there and read her book or something they'll just talk about whatever book they're reading or whatever.

*HV1: Very nice. So how do you know if Child N's done a good job reading a book?

*PAR: I make her read it over, or if she can tell me what happened, beginning, middle, end, plot, I won't mess with her.

*HV1: Great. So what makes a good third grade reader? Like what should a good third grade reader be able to do?

*PAR: I think they should be able to – if they get stuck, sound out their words and pronounce it and eventually catch onto it and get it right. One who can remember what they read and also tell you about what they read, understand what they read.

*HV1: Great, that's wonderful. So how would you describe – you've mentioned this a little bit. How would you describe Child N's reading skills?

*PAR: I think she's on a scale of one to four, I probably think she's a three. Only reason I say that is for when she gets stuck and she'll pronounce it out eventually, but I would say it's ____ she's not that great. I mean just go ahead and read it and read it and read it, even go over the big words and all that stuff, so I'd give her about a three.

*HV1: Okay, wonderful. And then do you have any goals for Child N's reading this summer?

*PAR: I want her to – she signed up to volunteer. I didn't know about it. She said she really wanted...

*HV1: Oh, really?

*PAR: To do it. She – I want her to finish it, all the books if time permits her doing her physical therapy and all that stuff. But I least want her to read most of 'em.

*HV1: Nice. So she volunteered and you didn't even know that she had...?

*PAR: Uh-uh, I didn't know. She brought me the paper. I said well, okay, he it goes. Then she turned it in. Next thing I know, you guys are calling. So she's on it like [snapping].

*HV1: Wow, oh my gosh.

*PAR: She's reminded me [laughter] about it, so.

*HV1: That's amazing. Great. Well, thank you so much...

*PAR: You're welcome.

*HV1: For talking with me this morning. This is gonna be really helpful, and hopefully, we'll get some really good books to her this summer and...

*PAR: Yeah, I hope so. She is bugging me about this thing. I'm like Child N, you're gonna get your book. [Laughter]

*HV1: Yeah, we'll get 'em to you.

*PAR: You're gonna get 'em.

*HV1: Yeah. So we're hoping that they'll come in within two weeks of the last day of school so that soon after school starts...

*PAR: That's good, that'll be the perfect time.

*HV1: Yeah. Hopefully, we'll – I mean it would be great if we could get 'em in a little bit earlier, but that will be around like the latest...

*PAR: That's cool.

*HV1: That she'll get the first package.

*PAR: That's good. Yeah, 'cause I was thinking since there's another reading summer program that I found out about.

*HV1: Is there? Nice.

*PAR: And I'm gonna try to get her into that, too, so she'll be up on her reading.

*HV1: That's great.

*PAR: For next year, so.

*HV1: That's great.

*PAR: It's gonna be exciting.