

01-BDH

open-ended interview

HV1: We are interested in learning about you and her and the things you do in your daily routines. Please tell me, as much as you can remember, about a typical day for Child J from the moment she wakes up until she goes to bed.

[0:21:31]

PAR: (indiscernible) or?

HV1: A typical day, from the moment she wakes up until she goes to bed.

PAR: Well, she wakes... she wakes up, she brushes her teeth, she changes her clothes?

HV1: And what time is that?

PAR: In the morning. Like around... well, since she is at school every day, she gets up, she brushes her teeth and she changes her clothes, she combs her hair, and then she goes to school.

[0:13:06] She comes back, does her homework, eats, takes a bath, watches a little TV, and goes to bed. Because since she gets home from school around four, she has almost no time to do things or activities. And that is all she does. So now, since she just came from school, as I said, she'll get up, she'll get dressed, and eat, and then we go out for a little while to run or something like that, because, you know, we need to go to run, to do activities.

[0:13:45] And that is all we will be doing now that they already got home from school.

HV1: We are also interested in learn more about her books and Child J's reading interests.

PAR: Uh-huh.

HV1: She is showing (Home Visitor) some books right now. Where did she get most of those books?

PAR: At school. Every one or almost every one she has she got at school.

[0:14:16]

HV1: When you say school, do you mean from the school library, or where they given at an activity?

PAR: I honestly don't know what to tell you. I just see that she comes home bringing books and she tells me that the teacher gave them to her.

[0:14:30]

HV1: The teacher gave them to her.

PAR: Yes. She tells me the teacher gave them to her. Everything she brings, when we were just coming from school... Yesterday, she brought five books, I think, and she says she likes, that she wants to read. So yes, only from school.

HV1: What are some of the things you do to make her a good reader?

[0:15:00]

PAR: Not much, because I hardly know how to read. Sometimes she gets home bringing books in English, and I don't, I don't know. I can be of little help. The only way I help her is that I look at the book and more or less I tell her what it is about, because since I don't understand, I just look at it and see that there is a girl that is playing, or that they go to the park, they are playing at the park, or something like that, I make up the words there. [0:15:35] So then I don't help her very much, because I can't read very well.

HV1: What do you do, what do you do, if anything, so she can have time to read?

PAR: What do I do so she has time to read?

HV1: Uh-huh. To dedicate it to read.

PAR: Well, sometimes I send her to her room so she can be by herself and understand the book better. [0:16:01] Because sometimes she gets here and she wants to read here, and her sisters start (indiscernible) or ask her to turn on the TV and make noise, and she like loses concentration, so she goes to her room, locks the door and reads, and she reads quietly.

HV1: What do you do to help her learn the meaning of new words?

PAR: Well, I don't know, I don't do much because?

HV1: Sorry, excuse me?

0:16:29] PAR: I don't do much because, for example, sometimes she asks me things that are in English and I don't know. So I almost don't help her, I can hardly help her as much as I would like to. Because sometimes she asks questions that I cannot answer.

HV1: Do you do anything to help her understand what she reads? If you do anything.

PAR: Well, sometimes I look up the word there, in the computer. They help you there, there they help you?

[0:17:03]

HV1: In this computer here?

PAR: There they help you to find what a word means. So I get there?

HV1: On the Internet.

PAR1: Yes. I write what she doesn't understand and then I understand what it says in Spanish, and then I explain it what it means. That is the only way I can help her.

[0:17:25]

HV1: What do you do when she has difficulties reading a book?

PAR: I tell her that, when she is at school, I tell her to mark it and tell the teacher that she didn't understand it.

HV1: To mark it, to underline it, you mean.

PAR: Yes. Oh. I tell her to mark it and tell the teacher that she didn't understand that word, so that she can explain it to her, because as I say, I can't explain it to her.

HV1: What are some of the questions you ask Child J when you talk about books with her, of the books she has read?

[0:18:03]

PAR: Uh, what was the book about, or, yes, what was the book about, or I ask her what is the book, uh, from the beginning, how does it start and how does it end. That is what I ask, what I mostly ask her.

HV1: And what do you do to motivate her to read?

PAR: Well, I tell her to work hard so she learns more, because if she doesn't work hard she won't learn anything. I tell her that I didn't study and I know nothing, so you have to work hard, study hard so you learn more.

HV1: Are there any other persons in the house who help her read?

PAR: No.

HV1: Okay.

[0:19:09]

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

PAR: Because I ask her what the book was about, and sometimes she, no, she always tells me what it was about, she explains it to me, like there was a girl, she got lost, or what the book says. [0:19:28] She starts explaining it to me, so I see from what she says, I look at the pictures and I realize that definitely what she is telling me is correct.

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

[0:20:00]

PAR: Uh, study more, read more with her so she learns more how to read.

HV1: What else?

PAR: Uh, (baby crying) (to baby) Sh.

HV1: Oh, she wants the machine. I don't want her to press it. [0:20:30] (to baby) Do you want it? I'm going to give it to you later.

PAR: (laughter)

other coded excerpts from home visit

HV1: What are some of the favorite activities you do with Child J?

HV1: Read. Read with her, because sometimes she doesn't understand some words, and then I, how do you say, I research the letter [sic] she doesn't understand. And, and helping her with homework. It's the same with homework, when she doesn't know, I um, I help her, I mean, to look up the letters [sic]. What she doesn't understand I look it up in the computer to be able to help her.

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