

01-APH

open-ended interview

HV1: We are interested in knowing what you and Child S, the third-grade girl, do in your daily routines. Please tell me what Child S does from the moment she wakes up until she goes to bed.

PAR: Like what?

HV1: Do you want me to repeat the question?

PAR: Yes, please, I didn't understand.

[0:09:00]

HV1: We are interested in knowing what you and Child S do in your daily routine. Please tell me about a typical day of Child S from the moment she wakes up until she goes to bed.

PAR: Like what she does?

HV1: Uh-huh. Like a typical day. Her routine. Uh-huh.

PAR: Uh, she wakes up. She goes to the bathroom, either to take a bath or get ready for school, and goes to school. [0:09:32] When she comes back, when she gets home, the first thing she does is her homework. After doing her homework she sits to have dinner, eats, takes a bath, reads, and watches some TV. And after TV, she goes to the bathroom, brushes her teeth and gets ready to go to bed.

HV1: Very good.

PAR: She likes to take her bath in the morning.

[0:10:00]

HV1: We are interested in learning more about your children's books and their reading interests. Child S is showing (Home Visitor) some books. Where did Child S get her most of her books?

PAR: Most of the books she has now she brought them from the school's library.

[0:10:29]

HV1: Okay. From any other place?

PAR: I buy them for him.

HV1: Okay. What are some of the things you do to make Child S a great reader?

PAR: Um, I ask her questions. She loves the ones about animals, Nature and things like that. I ask her questions, [0:10:59] for example, what does a volcano do? Why does it erupt? Why? When I ask her, she gets interested in what is going on, and she reads.

HV1: Okay. Do you do something special to help her learn new words?

PAR: Um, I make her choose the words she doesn't understand. I help her to look up what they mean.

[0:11:35]

HV1: Uh-huh.

PAR: I make her make sentences with the words.

HV1: Do you do something special to help her find time to read?

[0:12:05]

PAR: Um, yes. I tell her if she sits to read, if she can do it for half an hour, I reward her with something, so she reads. I reward her.

HV1: Um, so that is one of the ways you motivate her?

PAR: Yes. She always has a book, and I tell her, "If you finish this book and you tell me what it is about, you will have a reward, a prize". [0:12:38] And then she hurries on reading.

HV1: What are some of the questions you ask Child S about the books she reads?

PAR: First, the title. The book's title. And why did she choose that book. Um, who is the principal character; the character, and what does he do. Or what is it about and what is that character doing, and how it ends.

[0:13:15]

HV1: What do you do, if anything, when Child S has difficulties reading a book?

PAR: I sit with her and help her with the pronunciation or to understand the words. We write down the words she doesn't understand, we look up their meaning, I make her make sentences, and when she understands that word, I get her back to reading, but now she understands.

[0:13:49]

HV1: Is there anyone here at home that can help her read?

PAR: No.

HV1: Okay. When do you know that Child S has done a good job reading?

PAR: Because she gives me a good narration of the reading, well, she narrates it from the beginning to the end what it was about.

HV1: How would you describe Child S' reading abilities?

[0:14:26]

PAR: Mm... how can I say it? She has problems. She is not very good. She had problems. She got confused between Spanish and English. That is her problem, that she has... There are words she knows in Spanish and there are words she knows in English. She tells me, "I don't know this in English, how do you say it in Spanish"? She has to be translating between English and Spanish. [0:15:02] She is not very good because she can't speak well.

HV1: What are your goals for Child S' reading during this summer?

PAR: My goal is, well, first of all work with her, because the goal we both have is for her to learn to read both in Spanish and English. For her to differentiate which one is Spanish and which one is English. That is my goal for her.

[0:15:32]

HV1: Anything else?

HV1: N Well, in regards to reading, that's it, for her to know how to speak... learn good Spanish. Read and write.

(long silence)

[0:16:04]

HV1: you told me a little while ago that you reward her when she finishes a book. In what other ways do you motivate her... to?

PAR: Going out. If she

HV1: Is that the reward, or the other way?

PAR: That is another way to reward her. That is a way.

HV1: Reward would be a thing.

PAR: Like a thing, a toy, a doll, dolls is what she likes the most (laughter). She has quite a few in her bedroom. [0:16:32] Those are her rewards. She has been collecting dolls, but the other way is, if you do this, we will go to the park, and we will go to play, and we will go and do that. That is another thing that motivates her, to bring her friends to the park.

HV1: Very good. [0:16:59] Besides the things you have told me, do you do other things to help her understand what she reads?

PAR: Playing. Playing, like um, like... how do you say when... like the word "hop", "hop".

HV1: Hop, jump.

PAR: Uh-huh. I tell her... It's just that I don't know how you say this, what does it mean... Okay, I

[0:17:31]

HV1: She asks you that?

PAR: She asks me that, I start like hopping.

HV1: Ah, you act it out so she understands it.

PAR: Ah-hah, like acting, and she understands it, I don't have to tell her what it means, she can figure out what it means.

HV1: She gets it.

PAR: She gets it. Uh-huh.

[0:18:00]

HV1: (to HV2) Child S is reading at this point?

HV2: Yeah.

HV1: Okay.

(rustling papers)

HV1: Very good. That was the second part of the interview. So, as soon as Child S is done... is done with the article she is reading, all four of us will gather to have her here. [0:18:31]

PAR: Yes.

HV1: Okay. So this is for you to keep, this too.

(rustling papers, background conversation between HV2 and CHI)

[0:19:42]

HV1: So you finished reading, right?

CHI: Yes.

HV1: Well, the last part of the activity will last for about fifteen minutes, and it is about the activity we will be doing together, and it is the activity that Child S and you will be doing during summer.

other excerpts from home visit

How many nights does Child S read before bedtime?

PAR: Um, well, when I was working I didn't make her read. About two weeks ago I started making her read every night. I make her read every night.