

01-AKE

open-ended interview

*HV1: Great. Wonderful. Thank you so much. These are gonna be really helpful for us to get some books that hopefully Child D likes that connect with his sports interests and adventure interests, so now I just have some open ended questions. That'll give us a better idea as to where Child D is getting his books from right now, so right now (Home Visitor) – he's showing (Home Visitor) some of his books that he has. Where would you say he gets most of his books from?

*PAR1: Actually, they were mostly passed down from my older sisters that had kids. They have a lot of books that they both passed down, so it's mostly what he has at home.

*HV1: Wonderful. Excellent, so we're also interested in just looking – understanding what a typical day would look like for Child D, so can you tell me a little bit about from when he wakes up to when he goes to bed, what a typical day looks like here at home.

*PAR1: Waking up, getting ready for school.

*HV1: What time does he usually –

*PAR1: He would usually get up maybe about a quarter to 7:00.

*HV1: Okay.

*PAR1: And he was getting ready to put on his clothes. He may eat breakfast here. Then coming back up, brushing his teeth and we're getting ready to try to go out. Then because he can't be at school until 8:30, my husband gets off at 8:00 and I'm supposed to be at work at 8:00. I dropped him off to my husband and he takes him to school in the morning.

*PAR2: It's a car wreck.

*HV1: So you drop him off at work, because you're still there at 8:00 in the morning?

*PAR1: Mm-hmm and my job is right around the corner.

*HV1: Yeah.

*PAR1: So yeah.

*HV1: Okay, so you'll drop him off at school. So there's like a tradeoff?

*PAR2: Mm-hmm.

*HV1: Great, so he's at school 'til –

*PAR1: They get out at 3:30. He gets here maybe about 10 to 4. He rides the bus home.

*HV1: Right. What about his afternoon?

*PAR1: When he gets home, he gets a snack, and then he starts his homework.

*HV1: Okay.

*PAR1: And then after homework. Sometimes it takes him a while to do homework. If he doesn't have practice on sports, he may go outside after he does his homework. Then we eat supper and then depending on what we have to do, we _____ walking, so we'll end up going up to the track at Northern and him and my other son would be playing while I'm walking, and so by the time we get back, it's time for him to take a shower to get ready to get prepared for bed. Then he sometimes reads. He'll read to his little brother before they go to bed.

*HV1: Wonderful. That's so nice that (School)'s so close. I worked with a couple of teachers out there.

*PAR1: Oh, okay.

*HV1: So it's a really nice campus. What are some things that you do to help Child D to become a good reader?

*PAR1: Well, I tried to get him to mostly do it on his own and come back and tell me about the book, but what I've noticed, I think he don't really read the books actually. He skims through it sometimes, and when I ask him something about it, he don't know. Then I have him read to me, and I could ask him questions, and then he knows. That's what and talking about reading, like I was _____ with the EOG's. I noticed when he brings homework and readings that he had and I check his work. I'd be like – and I can see what the answer is, but he had the wrong answer. I tell him to go and underline where you find the answer at.

*HV1: Yeah.

*PAR1: So that's kind of hard _____ him to do, so we be fussing.

*HV1: Why do you think that's hard, or why he doesn't like to do it?

*PAR1: I don't know. Unlike _____. If you go ahead and do it and do it right the first time, it gives you more time to play or do what you wanna do. I don't know. It's been that way for at least the last two years.

*PAR2: For his comprehension, comprehension of the question _____ the question and put _____.

*HV1: Oh, yeah. He's even skimming through the questions, I think.

*PAR2: Sometimes he don't read every word of the sentence and then that could go fast.

*HV1: Yeah. Great, so kind of building on that, what are some things you do when Child D has a hard time with a book.

*PAR1: I would probably have him read it over again instead of just – and then what he doesn't understand now, he – for some reason, he has a hard time instead of coming and telling me. It was like, "Mommy, I don't know this word."

*HV1: Okay.

*PAR1: He might be guessing or just that one word can give the whole meaning of the sentence.

*PAR2: And he'll skip over it. Yeah.

*PAR1: So when he reads to me and I find out he don't know the words, I go, "Child D, why you didn't come and ask me?" "I don't know." I was like, "If you don't know a word, just like in school, raise your hand to see what the word is. Even if it's on a test, if you don't know a word, you may not know the meaning so that you could answer your question correctly."

*HV1: Is there anything else you guys do just to help him when he has a hard time with a particular book?

*PAR2: _____ question him. _____ question. They go back and read it, give him something. Not give him the answer, but give him some questions that pertain to the answer so he can do the work to go back to find it, to find the correct answer or whatever we are asking. You know, like, what or who is the main character? Who are they really talking about?

*HV1: Yeah.

*PAR1: And I try to, especially when he have questions that you have to make an assumption, and that's hard for him.

*HV1: Yeah.

*PAR1: He was like, "Well, mom. I didn't see the answer." I said, "Child D, they are asking you to make the assumption about the stories not in the story."

*HV1: That's hard for a lot of students.

*PAR1: Yeah.

*HV1: Yeah. Everyone has assumptions.

*PAR1: And so I have to question him more on that assumption question. It's like, "What do you think this person," like if it was a story about bugs and I think a question could be, what do you think this person likes, a spring day, bugs, you know? I say, "Looking at this person's action in the story, he might put a spring day, but the actions in the story is like, this person looks at every single bug that comes by and be amazed." I said, "So if she's looking at every single bug and amazed by it and picking it up, what do you think she likes? The bugs."

*HV1: Yeah. Great, so you've kind of addressed this a little bit, but what are some questions that you ask Child D when you're talking about books that he's read?

*PAR1: The main character with the whole story, the main point of the whole story, that it have a lesson that you can learn, and I've gotta ask to name the characters in the story, who were the characters, like if it was a mom or a dad.

*HV1: Nice. Awesome, so what, if anything, do you do to motivate Child D to read?

*PAR1: Just try to find books that he's mostly interested in.

*PAR2: And give him the lesson that this is what you're gonna read. You're gonna _____, because if you can't read, it's gonna stall you right there, where you are. You're gonna need to read and comprehend. That's a must.

*PAR1: Yeah and also told him there's some things you're not gonna like to read, but you're gonna have to read them in order to learn it.

*HV1: Excellent. Thank you so much. This has been so helpful. Hopefully we're gonna get Child D some good books that he really likes, and this is really gonna help us understand what you guys are already doing to support him and I can give this information to teachers and you can better teach kids, so thank you again for your time.

*PAR1: And so you would also maybe send home what you all think we should be doing along with ideas?

*HV1: Yeah, I think that maybe later on in the summer, someone might be contacting you guys with some little tips to help if you want, but really over this summer, we're really trying to get an idea of what you guys are already doing, the things that you're already doing well to support him while he's reading, and you're already doing some fantastic things, like these questions that you're asking are wonderful, so he's very lucky. A lucky guy. Are you guys done?

other excerpts from home visit

HV1: How often do you buy Child D books? Would you say never, hardly ever, once or twice a year, three or four times per year, or at least once per month?

*PAR1: I'm gonna say once to twice a year, because he usually buys books when they have the book fair.