

01-AYI

\*open-ended\*

\*HV1: Great. Now I'll just ask you a series of open-ended questions. So first off we're interested in knowing the kind of things you do in your everyday routine, so if you were to think about what a typical day looks like for him from the time he wakes up to the time he goes to bed; can you walk me through that?

\*PAR: Like weekends or more weekday?

\*HV1: You can focus on weekdays.

\*PAR: Okay, dressed, wash face, brush teeth, rush to the car, goes to before-school, we usually get there around 7:00. He does whatever he does there, they read, play games, they eat breakfast, he goes to class, does school, \_\_\_\_\_ that they do, but I'm not there. Then he goes to after-school most days; if not he's a car-rider where they can do homework, read, play games -- it depends on the day of the week. Home somewhere between 4:00 and 5:30, homework if it's not already done, which it's usually done, swimming lessons -- it depends on the time of the year too, so swimming lessons, if there was any -- dinner, depending on \_\_\_\_\_ lessons are, dinner, bathing, settling down for the night. There's usually some sort of TV or computer game in there at some point or another, not every day but most days. To bed, to read for a little bit hopefully, most days, and sleep.

\*HV1: Okay.

\*PAR: That's probably about it.

\*HV1: Great. And we're interested in learning more about what types of books interest him, and I know that he is showing (Home Visitor) some right now. And our question for you is where does he get most of his books? Where are they from?

\*PAR: I guess -- well, I don't know, from home or from school. He doesn't really get books from school but he gets ideas because I know his teacher they had earlier this year, before she went to the EC department she represented this series, and so we're reading The Twits and other books so he got some of those because I know he can't necessarily bring those books home. So I bought a set of those books. I guess \_\_\_\_\_.

\*HV1: So where are you buying your books from? Because it sounds like you get recommendations from the school but then you go out and buy them?

\*PAR: Yeah, because the library, again, especially for anything as popular it gets hard to -- because we were reading Secrets of Droon and it got really -- I didn't want to buy them because there's like a gazillion of them but getting them from the library was really tedious and I'd have to reserve them and \_\_\_\_\_ pick them up. So I usually got the sets are either Amazon or Costco usually, if it's a set. Otherwise Borders before they closed and now Barnes & Noble I guess.

\*HV1: Great. And next question: what are some things you do to help Child C become a good reader?

\*PAR: I don't know. \_\_\_\_\_ how you teach people to read; you just read. I guess what I was thinking about -- I don't know if we do it as much with the books we read, it depends on the book. But I know the Percy Jackson gets into being -- what seems realistic or why do you think he did that? What did we read about last time? Because we started one and we started reading another book and we came back and we had to figure out where we were and what happened, and I really got into them and we finished them; I had to go back and [whispering]. So I try to ask questions; I'm probably not as good [whispering].

\*HV1: At asking him the questions?

\*PAR: Probably not. I probably should be asking \_\_\_\_\_.

\*HV1: You're the math-minded teacher, not the English teacher.

\*PAR: I feel like I should ask more.

\*HV1: So you help him be a good reader by asking questions; any other strategies?

\*PAR: Work on pronunciation -- he struggles with a word but I don't know if that's a reading strategy.

\*HV1: Absolutely. And I could ask you some specific prompts if you aren't sure. So what, if anything, do you do to help him make time for reading?

\*PAR: One of the things I've gotten away from and have to reinstitute because it was actually really effective was we just didn't have any screen time. So that included everything, unless he needed something, he had a project or something for school but we just -- that was probably the most effective thing was just eliminating that from the -- at least Monday through Thursday, and then we have movie night on Friday. So \_\_\_\_\_ take that away.

\*HV1: That's so sweet.

\*PAR: I think that was the most effective. And I think when I'm less stressed then I can sit there and read with him, or we can parallel read, I guess.

\*HV1: And it sounds like he really enjoys that.

\*PAR: Parallel play I guess with parallel reading.

\*HV1: Number four: what if anything do you do when you see that he's having a hard time with a book?

\*PAR: He does seem to do well with him unless he's having to read out loud to me. That's one of the things we did for a long time was for him to read -- I read to you, you read to me, but reading out loud is always harder, I think, it's harder for me. So if he's not reading out loud it's hard for me to know what he's understanding unless we talked about it. That's one of the reasons we didn't finish reading them -- so I have an idea what was going on instead of just being like, "Yeah, sure." You can just -- \_\_\_\_\_ fabulous because imagination is important. But when he's reading out loud, trying to figure out just that he's tired or if it's because he's really struggling with the material because he tends to read a lot of things that are not fiction. And he was reading a book on trains that he has, and he didn't seem to have any problem with that, other than some of the words, and asking what some of the things meant. But conceptually I don't think he was having any trouble with it but it was also interesting to him.

\*HV1: Which of course makes it easier. So if you were to see him struggling what would you do?

\*PAR: I guess just try and figure out what was going on by asking those questions -- \_\_\_\_\_ if he's struggling with what's being said or understanding or if he's just flipping pages quickly it's hard -- because I think \_\_\_\_\_ a big reader and I stopped reading because I got to being where people constantly wanted \_\_\_\_\_ to analyze the books and I don't like reading like that. If I'm going to read I just want to be able to read.

\*HV1: Not have to perform afterwards.

\*PAR: And I don't want to have to be like, "Well why do you think --?" [Whispering] just an enjoyable thing to read. So that's a hard thing for me mind-wise.

\*HV1: I understand. That resonates with me; I do understand that.

More specifically what are some questions that you ask Child C when you talk with him about books that he has read?

\*PAR: Types of questions would be like why -- go back to \_\_\_\_\_ Percy Jackson we've been reading most recently is why do you think that happened or when he goes back and he likes to compare things to real life or you'll hear him in real life saying, "Oh that's like so and so," and we actually watched the first movie and that was --

\*HV1: \_\_\_\_\_ fun.

\*PAR: Yeah because the movie was terrible.

\*HV1: Oh no.

\*PAR: It was so terrible. It was a terrible movie. It was a terrible movie anyhow but it was really terrible because it was so -- and I think that was just really amazing -- which actually it was I think one of the best experiences is to go, "See books are better than movies almost all the time." And rarely do they even fall even keel.

\*HV1: Approximate, yeah.

\*PAR: And that was actually a really rich experience for the fact that it was so bad. But we tried to get those questions of why do you think that happened or is it similar to, or what would you do in that situation? I mean it's hard because some of them are just so fanciful that it's hard to put yourself in that position, but in thinking back about if it's a book that fantasy because a lot of the \_\_\_\_ series, what they'd do before when they were in a similar situation.

\*HV1: Yeah, if you haven't read it it's hard to ask a lot of questions.

\*PAR: Yeah, so that's one of the reasons where we have to read together, I read ahead because [whispering].

\*HV1: So what, if anything, do you do to motivate him to read? I know you touched on this a little bit before.

\*PAR: I think --

\*HV1: (Home Visitor) asks them to go get books.

\*PAR: That's fine, he's like running up and down the -- that's why I didn't know if it would be helpful because all his -- well not all his but most of his books are in there. I think what I \_\_\_\_ do, I mean he always gets books at Christmas and his birthday \_\_\_\_\_ interested and we always get some goofy things and he's gotten \_\_\_\_\_ books. I mean we always read and he's -- I mean I guess he was always \_\_\_\_\_, or complimented as well, on his vocabulary, which I tend not to talk to him like he's a little kid too often, and to have a more normal conversation. Try and get him books he's interested in, you know, like when he was really into trains get him a train book, then he wants to read it because he wants to -- and reading together because I think that together time is actually more important for him than anything else. And then his former teacher -- I'm assuming it's \_\_\_\_\_ current teacher but his former teacher really, from earlier this year and second grade they really helped him into reading and reading some really good books that \_\_\_\_ just the story lines are intriguing and --

\*HV1: Helped find books that would pique his interest?

\*PAR: Mhm. I mean I know they were reading -- what is that series with the tree? Magic Tree House. \_\_\_\_\_ we're going the Secrets of Droon which is nice because it's fairly simple

words and a reasonable good font size and they're slim so they're not overwhelming sometimes I think those get overwhelming because they're kind of fat but they're not hard reading but they're kind of meaty in that sense versus the skinny little, "Oh."

\*HV1: Makes you feel like you've accomplished something, yeah.

\*PAR: And we started with the -- when he was first starting to read on his own was the Captain Underpants because he's a boy and potty humor is always fun.

\*HV1: Isn't it always? It still is in high school with your high school kids and you're just like --

\*PAR: Some of them it is, yeah.

\*HV1: And are there other people in the home that help him with his reading?

\*PAR: My mom.

\*HV1: And what does she do to help?

\*PAR: [Whispering]. She reads with him. She reads a lot.

\*HV1: Clearly yes. And it's not just a bunch of hodge-podge books; they're all very attractive and matching.

\*PAR: Yeah. And most of them are from the X Society.

\*HV1: Is she in health care at X?

\*PAR: Yeah, she's a nurse \_\_\_\_\_, hence the scrubs. She's the kind of lady that would read the dictionary happily. She's strange like that. I would not do that.

\*HV1: I don't think most people would. And how interesting for her that her daughter came out on the math side of things.

\*PAR: Oh she's analytical too. And I don't dislike reading it's just it got -- in middle school when it was like you're reading The Red Badge of Courage or whatever you're reading they're like "Analyze the scene. Why was this --?"

\*HV1: It's almost like you miss the big picture because you're so fixated on not missing details for the sake of testing and -- yeah.

\*PAR: And I just was like, "Can I just read the story and think about it and --?" When I can read like that -- well I actually got a Kindle and I've been reading books because I moved in high school so I didn't read a lot of like classic high school, like I never read The Scarlet Letter, which I'm not saying it was \_\_\_\_\_ a big miss by not reading but I feel like I should read these things. And then my kids now they read -- from world lit they were reading a book and it sounds like a good book so I borrowed it over Christmas break and read the book and like, "Okay. Now I can talk to you guys about the book because I've read it," instead of looking at you and going -- "Can't help you. I'm sorry."

\*HV1: How do you know if Child C has done a good job of reading a book?

\*PAR: I think when he can tell you about it, whatever that means. You can verify when you're familiar with the book, but even -- I don't think too often you can not read a book and come up with plausible things. Of course some of the fantasy things it's hard to tell but if you're reading about imaginative you'd probably win there anyhow, but just having him tell me about it, what he's been reading at school. Getting information from him about school is really hard. You can't just say, "What'd you do in school today?" because the immediate answer is, "Nothing." "No, you did something." So I try my best to be aware of what they're doing so I can try and ask more probing questions: "Oh, you're studying geometry today. What did you learn about geometry?" Then when they were reading books and he was reading -- which is one of the reasons why I try to parallel things at home or something similar, even if it wasn't the book they were reading for school, get him books that they were reading for the free reading time so that we could have any sort of conversation that wasn't just me making up stuff.

\*HV1: Yes, I understand. And what do you think makes a good third grade reader? In other words what should a good third grade reader be able to do?

\*PAR: [Whispering]. No idea.

\*HV1: I'm sure if I asked you what a third grader reader should be able to do in math you would know.

[Off mic conversation]

\*PAR: I really -- that's a really hard question; I'm not sure where they should be and I know they have all the state standards. I would like to think that they can read on their own or \_\_\_\_\_ and I don't know what an appropriate level book is, and that's why I've always gotten guidance because I don't -- I want to get something that's challenging that makes him think or makes him stretch but I don't want to get something that's over the top that you read it and you're just like, "That makes no sense," and you remove the desire to read. If he can't read it really is very limiting to everything else.

\*HV1: That makes perfect sense.

\*PAR: Sorry, not a very good answer.

\*HV1: No, everyone thinks they're supposed to be a third grade teacher to answer that question but that's -- we're just wondering what do parents teach. So how do you describe his reading skills?

\*PAR: I would say they're okay. The teachers keep telling me he's a good reader, so \_\_\_\_\_ like I don't know what is appropriate from a developmental standpoint, and just in general I don't know. And is that a comparison or is that something he should be able to -- I don't have a good answer. I think he's a pretty good reader, ebb and flow. But I think when we're more consistent, especially if we're reading one book and we're working right through it, I think that consistency really helps him become more fluent.

\*HV1: Okay.

\*PAR: And getting more comprehension instead of just feeling like he's speed reading so he can say he read instead of actually reading it. And not to overanalyze but just your thinking, that you're not just turning pages.



\*HV1: And last question: what goals do you have for Child C's reading this summer?

\*PAR: I'd like to try to get him interested in different types of books and hopefully get him reading more. Because he's got summer camp and that's so much fun that he frequently comes home and is exhausted.

\*HV1: Which camp?

\*PAR: (Camp X) with the YMCA here in (Town).

\*HV1: They have such good summer stuff.

\*PAR: And it's outdoors and they fish and canoe and swim and their dirty nasty and it's great fun. [Crosstalk]. And I look at the counselors -- and he's gone every year for the last three years and some of the counselors have been the same. [Whispering].

\*HV1: You have to have a certain level of stamina that I don't have. Kids are hard, younger ones.

\*PAR: And his camp goes from -- I think it might be Rising Kindergarteners, but it's Rising First Graders all the way up to middle school and they have freshman and sophomores that are in the counselors-in-training type program and the counselors are a lot of college students or just out of college and some that are teachers \_\_\_\_\_. \_\_\_\_\_ -- can't do that and it's too hot outside and running around and keeping up with it and having to be silly and --

\*HV1: Do you teach in the summertime too?

\*PAR: No. I get it off, so to speak. I'm almost wishing we didn't. I kind of like year-round school.

\*HV1: That's what my best friend who's a math teacher also says, she's like, "I would rather be in year-round any day than work that hard for 11 months and then get the two off."

\*PAR:                    Yeah, the year-round schools with -- not County \_\_\_\_\_ but here in (School) where they do their nine weeks and then they're off for three, nine weeks, off for three -- you still get a good winter break chunk, you still get a chunk in the summer. But I would think it would give the teachers and the students just enough time to be like, "Whew." Because it's \_\_\_\_\_ stressful \_\_\_\_\_.

\*HV1: I understand that. Well those are all my questions for you. I think they're near the end.

\*other excerpts from home visit\*

And what are some of your favorite things to do with him?

\*PAR:    One of my favorite things, I like going -- we go to the Museum of Arts and Science, and that's always fun. And going and watching his soccer games, or basketball, whatever. Or reading when he's not \_\_\_\_\_.

\*HV1: You said he almost likes being read to more.

\*PAR:    He really does, he wants to -- and I'm like, "I'm so tired, and I've got so much to do," and it puts me to sleep and I have a hard time reading.

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