

01-BGE

\*from open-ended interviews

\*HV1: So tell me, please, about a typical day for Child S from morning to bedtime as well as you can remember.

\*PAR: During the weekday?

\*HV1: Yes, ma'am.

\*PAR: I be at work. She get up. I don't see her until 2:30 when I get off work 'cause I have to be to work at 6:00.

\*HV1: 6:00 a.m.?

\*PAR: Mm-hmm.

\*HV1: How would you say that is her typical day?

\*PAR: She get up. I call from my job to wake her up at 7:00. Then she get up. Then wash up. Then get on the bus. Then she go to school. Then she get home about, I want to say about 4:00. She do her homework. Then she watch TV for a little while. Then she go outside and play. Then about 6:00, 7:00 we eat dinner. Then by 9:45 they take a bath, and they go to bed about 10:00.

\*HV1: Busy day, huh?

\*PAR: Yeah.

\*HV1: We're also interested in learning about her books and her reading interest. Child S is showing (Home Visitor) some books right now. Where did she get most of her books from?

\*PAR: This lady had gave her a whole bunch of books, one of my friends, and then we go to Wal-Mart and she buy books. Then, like I said, my daughter take her to the library and she get a book from the library.

\*HV1: Okay. And what are some of the things that you do to help her become a better reader or a good reader?

\*PAR: We try to read every night if I ain't tired, but if I'm tired, we don't read.

\*HV1: What, if anything, do you do to help her make time for reading?

\*PAR: Well, when she get off the school bus, I make sure she do her homework, so she have to read the worksheets from her homework.

\*HV1: And what, if anything, do you do to help her learn the meanings of new words?

\*PAR: If she don't know, we'll look 'em up in the dictionary to find the meanings, and then if I can't pronounce the word, I have to get my son to help me with 'em 'cause I'm not a real strong reader either. So like the real big words I don't know, I get my son to help me with those.

\*HV1: And what, if anything, do you do to help her to understand what she reads?

\*PAR: We'll sit down. We'll try to talk about it until she get frustrated, and then she don't be wantin' to do it no more.

\*HV1: What, if anything, do you do when she has a hard time with a book?

\*PAR: We might try to read it a couple times and then after that I just tell her to find another book.

\*HV1: Just find another book?

\*PAR: Yeah.

\*HV1: Okay. And what are some of the questions that you ask her when you talk about books that she reads?

\*PAR: I ask her about the main character of the book, and then we'll talk about what the person done. And say like Sue and John went downtown. Then Sue bought him some candy, so I ask her, "How much did the candy cost," and, "Why did she buy him the candy," and stuff.

\*HV1: And what do you do, if you do anything, to motivate her to read?

\*PAR: Try to read with her.

\*HV1: Okay. Are there other people in your home that help her with reading?

\*PAR: My daughter and my son.

\*HV1: Your daughters. How old are they?

\*PAR: My daughter's 25, and my son is 20.

\*HV1: And they live here?

\*PAR: Yep. Yeah. That's the other little girl mama that's here.

\*HV1: Right, right, right, right. And what do they do to help her, if you know what they do?

\*PAR: They try to help her with the words she don't know, like the real big words she don't know. Until she start aggravating them. Then they won't help her. Say like you're reading with her, she'll read for a minute, and then she just go off the wall, like just lose focus and won't pay attention. And then

you got to keep calling her name to make her to get back into the book. Then if she don't do it, after while they just don't help her.

\*HV1: Okay. How do you know if she's doing a good job reading a book?

\*PAR: If she could tell me more than two things that happened after we read the story, I feel like she did a pretty good job.

\*HV1: Okay. And what do you think makes a good third grade reader?

\*PAR: I don't know. What make a good reader? First, you gotta pay attention, and you're gonna have to want to read. I mean you just can't just throw the book there and tell 'em to read. The person gonna have to want to read, I guess. So I couldn't tell you.

\*HV1: All right. You're doing a good job. And how would you describe her reading skills right now?

\*PAR: I'd say she's pretty average. Before she got transferred to the school she at now, I think her reading level was four, and I think it dropped since she been over here to Elementary.

\*HV1: Four from – what's the scale here? Like one to five, one to ten?

\*PAR: Oh, I don't know what the scale is they go by, but they had level one, two, three, four, and I think she was on level four when she left (School).

\*HV1: And which one is the maximum? Like is it one or five?

\*PAR: Oh, I don't know the maximum, but I know before she left (School), she was a level four reader. I don't know what her reading level is at on (Elementary).

\*HV1: Okay. Thanks a lot. That's about it for this activity.

