

01-BCW

\*Open-ended interviews\*

\*HV1: Child C. Um, we're interested in knowing the kinds of things that you and Child J do in your everyday routine. So if you were just to think about Child J's routine from the time she wakes up to the time she goes to bed, on a typical day, what would that look like?

\*PAR: Well when she gets up the first thing that she does is kind of wanders into the bathroom and takes a shower. Our mornings before school are kind of hectic and crazy because you know we're trying to keep her focused so that we get to school on time so usually it's just get all the necessities done, shower, breakfast, teeth brushed, backpack packed, out the door. When she gets home from school about 3:30 we have a snack and then straight into homework, and you know, homework usually consists of reading for at least twenty minutes, usually it's more like a half hour or forty-five minutes. And then whatever math and spelling assignments that she has. Generally after that, either she and I go into the kitchen and she starts helping me with whatever she can for dinner, or she hits the shower, because usually she needs one at the end of the day. You know, so, during that half hour either she and I are cooking together or she's taking a shower, we sit down as a family and eat dinner, and then once, her bed time is 9:00 PM so that golden period between 7:00 PM and 9:00 PM we try our best to do something outside with her. Sometimes Child C makes that impossible but we try our best to go outside for a little bit, you know, wherever possible, we play a game of some sort. Like for example last night was pretty typical, after we ate, Child C went to bed about 8:00 PM and we spend the last hour together, we played two hands of Uno and then read like three chapters out of "The Storybook Bible", and then we all went to bed, or well, put her to bed, and then that's the day and start it over again.

\*HV1: Okay great that's super thorough and helpful, thank you. And we're interested in learning more about her books, her reading interests. And we know we already talked about it and I know that she's showing (Home Visitor) one of her books right now. Our question for you is where has she gotten most of her books from?

\*PAR: I would say her grandparents, the aforementioned nine of them.

\*HV1: Okay, okay, I am sure she must just be sure spoiled with nine.

\*PAR: Pretty much, yeah, it's hard to try to reign them in. For example for her birthday last year we said no extravagant gifts and my parents, which, I'm grateful for this gift, but they gave her a Kindle. So now since they live at a great distance they can, rather than buying and sending books which is extra postage, excuse me, they have three Kindles all networked together so they just buy one and download it to theirs and it automatically goes on hers.

\*HV1: I never thought about that.

\*PAR: I thought it was brilliant too.

\*HV1: That's so cool.

\*PAR: So they'll buy her random books here and there and send me an email saying, "We got Child J a new book", and I'll plug it in and there it is.

\*HV1: Oh awesome, how fun.

\*PAR: And she likes it too because it's a gadget, you know. But her other grandparents buy her actual – I'm old school so they're like do you want books or do you want more Amazon stuff and I'm like I want books, so they buy her things that we can take on the go that don't require batteries and things like that, so she gets lots of books from her grandparents.

\*HV1: So they're like the primary source.

\*PAR: Yeah, oh definitely.

\*HV1: Are there any other sources we should be aware of?

\*PAR: Well, the library given that it's right there. We try to hit them as often as possible. Um, Child J has a stepmother who home schools her two children, so she gets some books that way as well but again, grandparents are the primary source.

\*HV1: Okay, and what are some things that you do to help her become a good reader?

\*PAR: I try to encourage her to read as much as possible. Primarily because I think her reading comprehension, and I ask questions about, I try to read books that I've read, or have her read books that I've read before that I recall the story line so that I can talk to her about the book and try to help her

with her comprehension because it kind of sometimes doesn't stick. Like for example the Bannicula series, I got that for her because I've read them I don't know how many times as a kid and knew to ask various questions. And it seems to be that if I recall a book that I've read and recount the story, you know, like a synopsis too she kind of gets interested in it, that way. And also we've gone to the library and talked to the children's section librarians about different books and their enthusiasm gets her into it too.

\*HV1: Oh, I bet they're an awesome resource.

\*PAR: Oh yeah, yeah, yeah we found a number of books and series that we could either get from the kindle or borrowed from the library, we didn't know anything about. Especially mysteries, I was never into mysteries so they have been a great source for that.

\*HV1: Does, um, the mystery books I read, I'm getting off track, the mystery books I read when I was a kid were Boxcar, Nancy Drew, does she read those at all?

\*PAR: That was one of the ones he suggested that he put on our list. Nancy Drew for sure, that one, it was just a no brainer, but yeah, we definitely put the Boxcar and the Nancy Drew on the list because he had suggested that and when she heard about the plot line she was into it. Woah, do you need some help? Child C's outside. And another thing that I try to do to is I try to be intentional about reading in front of her whether it's for pleasure or otherwise says that you know it's, just you know, just kind of part of life to her, you know? Just lead by example.

\*HV1: Just an example, yeah, great. Um, and what if anything do you do when you see that she's having a hard time with a book?

\*PAR: Um, I try to help her, a lot of times it's definitions that she's struggling with, like she can get the word but she just doesn't know what it means, so you know I try to give her a good you know, age appropriate definition of something, um, and just you know kind of maybe take that work out and replace it with a synonym that she might get so she understands. Yeah, usually it's not so much \_\_\_\_; it's usually that she doesn't know what something means, so we just try to work through that.

\*HV1: Okay, great, okay. And what are some, you mentioned that you ask her questions. What are some of the questions that you do ask her when you talk to her about books she's read?

\*PAR: Well for example, with the Shel Silverstein poetry books, um, you know I've asked her about what are your favorite poems, what are some of the pictures she noticed in the book, did you read this poem yet, you know, what, I'm trying to think, my mind is going blank \_\_\_\_\_ right now, but you know, just try to recall some of the names that are read in them and just see if she's hit that yet or not because part of it is for reading comprehension and also to make sure she actually read it, you know. Because that can sometimes be a problem too, yeah sure I read it, and then you find out later no, you read the cover. But um, yeah, those types of questions are like you know, tell me something about character A, you know, like what, what was mom's reaction to Bunnica in the first book? When she first, you know, yeah I know, that's why I thought about it, because I saw you showing Margaret, but yeah, you know, what was, how did mom feel when the vegetables were drained, you know, that kind of thing.

\*HV1: Great, um and what if anything do you do to motivate her to read? And you've already touched on this but I'll just ask you formally.

\*PAR: Yeah, um, I mean it, honestly it can be a struggle. So there have been times where, I mean, I hate to admit it out loud because it sounds, it tastes awful in my mouth but sometimes there's kind of twisting, but you know, we also try to do things like her father and stepmother, stepfather and I have kind of devised a plan for the summer that you know if she completes a book on her own, once she's completed x amount of books, we haven't kind of figured out the numbers yet, but after she's finished x amounts of books or \_\_\_\_ many, however long, then we're going to take her to um, I think one of the things was like if she completes two books or one that is significantly long then we'll go to one of the museums in Springville, or we'll go to the Jumping Beans, or something like that, like, you know, give her some kind of substantial reward without it being an object, you know, so that's one thing we're going to kind of kick around but you know, again um, she likes the family aspect of reading, like reading together so we try to do that together because I know that's something that she enjoys and you know, she enjoys reading to us so we try to foster that. You know, and um, I think that's about it.

\*HV1: That's very helpful, thank you. And, were you going to say something?

\*PAR: No.

\*HV1: Okay, um, and I'm just going to see where they're at before I go any further. Okay. Okay, we're actually just, okay so I'm going to ask you four questions, because we have time. Um, are there other people in the home that help her with reading?

\*PAR: Yeah, my husband Parent R does. My husband Parent R does, he pretty much the same kind of thing, um, he, I'll admit, he's a little better at trying to get her to use context clues than I am, I'm usually

\_\_\_\_\_ on the spot with the definition, but he works more with her trying to get her to figure out what the context clues, how that would help her define whatever word it is. And he gives, he tends to give her a broader sense of what you know, where I would come in and say okay well the definition is whatever it is, he would give her a bigger sense of how that word works in the storyline. Okay, does that make sense?

\*HV1: That makes perfect sense, okay. And what is an indicator for you that Child J has done a good job reading her books?

\*PAR: Um, her enthusiasm, and by that I mean how much she wants to talk about it. I mean usually, for example books that come home from school, I can't tell when she's picked it out and when she's been told to read a book. Because when she's picked it out she comes home and she's like you know, talking about it and excited about it and just wants me to read it and all of these sorts of things. Versus like for example a book that they just finished, um, it's not, she's not really keeping the information, you know. Um, I feel like she's reading it to answer the questions on the page versus actually enjoying the book so that has a lot to do with it too. If I hear her talk about it, I know we're good.

\*HV1: Okay got it, that's great. Just let me know if I need to let you go at any time. What in your opinion makes a good third grade reader, so what should a good third grade reader be able to do?

\*PAR:                                Hmm, that's a tough question.

\*HV1:                                Yeah that is, unless you're a teacher, \_\_\_\_\_.

\*PAR: \_\_\_\_\_. Um, I think, gosh I really don't know how to answer that, I would say probably maybe this is sticking in my head because it is a struggle for Child J but I think a good sense of um, the beginning, middle, and end of the story, like where we're going, um, and the ability to sound out words which she's really good at. She may not, she may not know what she's saying but she can at least sound it out.

\*HV1:                                Sound it out, she's got that part down.

\*PAR: Yeah she's got that part down for sure. And I also think that a good third grader knows to ask questions, but aside from that I'm drawing a blank.

\*HV1: That, I think you covered all the bases, that sounds great. And how would you describe Child J's reading skills?

\*PAR: I think they're pretty good, up until this year she had been in an accelerated program. This year we've kind of peaked at just above her grade level. But I'd say that she's you know, when interested in the subject matter she's a great reader. She, it's one of the few things that she can focus on.

\*HV1: Okay, okay. Yeah it sounds like she's got so many varied interests and there's always something new.

\*PAR: Yeah, there's usually something to read because of those varied interests.

\*HV1: Yeah, I could imagine. And final questions, and you've actually already addressed that, but what goals do you have for her reading this summer? You already talked about your plans.

\*PAR: Yeah, I'd like to see the frequency increase. I'd also like to see her comprehension kind of you know, just build up a little bit more and I think a lot of that has to do with right now just finding a subject that she enjoys reading about or just good stories, that kind of thing. Um, you know, that way she kind of gets a little better focus on it and you know, the motivation comes because if we can find something that's gripping enough then she'll want to come to fruition. But yeah, I mean that's basically it, my main goal is just to see the frequency of her fun reading increase, you know, rather than forced, because I have to do this for school.

\*HV1: Yeah, that makes sense. Great. Well thank you. Those are all my questions for you.