

01-AUB

open-ended interview

*HV1: Right. Okay. So we're interested in knowing the kind of things you and your third grader do in your everyday routine. So tell me about a typical day for Child J, from morning to bedtime, as well as you can remember.

*PAR: Okay. So Child J is like the captain of the ship, so he kind of starts everything off. I'll wake him up and he gets himself ready and together. Then once he does that I'm normally cooking breakfast or something and he'll help get his brother ready for school. Then we get to school. I don't know about that. Then we get home and he comes, he asks his brother and sister if they want anything to eat. He'll fix them a little snack and he'll fix him one and then they'll eat the snack and then he'll go get started on his homework. He'll finish that then he'll go outside and play for a while.

[Inaudible speaking in the background]

Then after he plays outside they'll come in for dinner and wash up, come eat dinner. He'll go in the shower and after that he'll read for about 20 minutes or so. He tries to cheat me sometimes and say, "Oh, Mom, I'm finished." I'm like, "We just started reading. That's not ten minutes," but then he goes to bed. That's about it.

*HV1: So we're interested in learning more about your child's books and reading interests. So Child J is showing (Home visitor) some books right now. Where did you get most of his books from?

*PAR: A lot of them I got when the library has the Friends of the Library Sales. I got a lot of those there and from the book fairs at his school.

*HV1: So you would say you bought them because the choices are school library, public library. Did you buy them? Did someone else give them to him or did the school give them to him?

*PAR: Most of them I bought. He's been given quite a few, too, but most of them I bought.

*HV1: Okay. What are some things that you do to help your child become a good reader?

*PAR: I'll talk with Child J, trying to get him to put things in his words that he read. "Don't try and recite the book." I'll ask him, "What happened?" and he'll try and look in the book and try and tell me. I'm like, "No. Close the book and then tell me what happened." That's my main thing. "I want you to be able to retell it to me in your words."

*HV1: Okay, and what, if anything, do you do when your child has a hard time with a book?

*PAR: I look at it first to see if it's okay, if it's just too far-fetched in the words. Other than that, I have him show me, "How would you break that word down?" But really, Child J's breaking down words is really good. He can break down a word, but as far as him getting the meaning, uh uh. But my uncle will have Child J look something up in the dictionary in a heartbeat.

*HV1: Okay. What are some questions that you ask your child when you talk about books that he has read?

*PAR: I ask him, "Who was the book about? Who were the characters in the book? Where did it take place?" What else? I do ask him, "How could you relate that to yourself?" That's the one that a lot of kids _____ have a problem with relating it to themselves.

*HV1: Connection?

*PAR: Yeah. "Did he enjoy the book?" That's about it.

*HV1: Okay. What, if anything, do you do to motivate Child J to read?

*PAR: I tell him about my past, hoping that he'll finally get it. I tell him, "These movies that you may watch, if you read the book first it'll be even better." I tell him the story about the movie, "_____. I wasn't allowed to watch the movie until I read the book and I appreciated it because I knew what was going to happen in the movie."

*HV1: Right. So are there other people in your home that help Child J with reading?

*PAR: Yes. My uncle helps Child J a lot. Pretty much just my uncle and my boyfriend.

*HV1: Okay, lives here?

*PAR: Yeah, he does live here.

*HV1: Okay, and how do you know if your child has done a good job reading a book?

*PAR: He can tell me about it. He can tell me about it in his own words from front to back and I'll hear the excitement in his voice. If he's just, "Well, Timmy dropped the ball and blah blah," and tells me insignificant little details, he didn't.

*HV1: Okay. What makes a good third-grade reader?

*PAR: I think a good third-grade reader is someone that can read it and retell it and understand the reason the author wrote the book, whether they wrote it to just give you a little laugh or they were trying to teach you something.

[Inaudible speaking in the background]

*HV1: What should a good reader be able to do?

*PAR: They should be able to, first of all, read through and understand the words that they're reading.

[Inaudible speaking in the background]

And to be able to retell it.

*HV1: Okay.

other excerpts from home visit

*HV1: Okay. How often does Child J read for fun on his own time?

*PAR: Hardly ever. I have to tell him. I even told him one day. I was like, "Child J, sometimes when I'm in the bathroom, y'all think I'm really using the bathroom. No. I'm getting away from y'all to read my book. So I take a book with me in the bathroom. If you know you're going to be in there for a while, take a book," and he did it. Actually, he did it one day this week and he was like, "Mom, that was good."

[Laughter]

So hopefully, that'll change.

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