

01-ABI

R10: Oh, ok, umm... I thing that this is the last question that I am going to make to you amongst these, but before this, as (Home Visitor) and Child J are still talking, I am going to make you another set of questions, and for this purpose I have the list here. Um, for example, one of the question that we have here, which is not necessarily related to the questions that I have just asked you, but somehow they are related. We are interested in what you and Child J (or you and your 3rd degree daughter) in your daily routines. Tell me please the most that you remember about a typical day of Child J since she wakes up to bedtime.

[00:09:34.25]

PAR: Typical? How?

R10: Uh yes, the things that you and Child J do in an everyday basis, a normal day, what do you do in a normal day?

[00:09:42.06]

PAR: Well, in a normal day well uh... lets say, during the week, I wake up, I take them to school, I come home and begin to make my chores, cooking and at 3:30 pm I go to pick her up, and then she sees TV for a while I still am doing my activities or cooking, then I make them to take a shower. I then ask her if she has homework and if she answers me yes then I have her to make her homework, and then we read. When the night falls I send her to bed, and the next day is the same. And in Saturdays and Sundays, well uh, we wake up, we go for breakfast, then we go to the "Pulga", that is how we call it, we go for a ride in la "Pulga", we come home and she goes outside to play bicycle with her friends and then she gets to home and if she takes a shower if she feels like to. And then she watches TV, this is the day when I do not order her to read. And then is already 10 o'clock, so it is bedtime.

[00:10:42.28]

R10: Bedtime, yes.

R10: You are busy all day.

PAR: Yeah, and sometimes yes, I do not have enough time to... I have seen many people that go to parks or go out, but I do not take her out during the week, I remain here in house.

[00:11:02.05]

R10: Doing house chores and activities and homework, and so on, I see. We are also interested in learning more about the books of your daughter and her reading interests, Child J is right now showing (Home Visitor) some books, you see how she have been coming from one place to another. Where your daughter did acquired most of her books?

PAR: In the school.

R10: In the school.

PAR: In book fairs.

[00:11:26.01]

R10: That is what you are telling me about a while ago, right? About the book fairs, and what are some of the things that you do help her to become a good reader? And again, you may have already talked to me about this topic.

PAR: Um, I just help her with the reading, sometimes I don't because I do not speak English very well but my husband does, so he is who helps her to read. Sometimes we let her alone so that she picks the book by herself and then tells me that she finished it, she comes with us and we discuss what is wrong or what is right.

[00:12:07.12]

R10: Uh-huh

PAR: So we correct, though she puts a lot of effort sometimes. As I said to you, she likes reading and find it interesting because have seen her, just that sometimes the words are very difficult to her.

R10: Yes, the next question is also related to what you have just answered. What do you do when your daughter is having a hard time reading a book?

[00:12:29.27]

PAR: What we do is for example when there is a large word... I told you, she gathers the words and goes pronouncing the sounds. We tell her that by uniting all the words she is going to find the answer. We she can't do it, we provide her the answer. But we have her to write the words in a notebook, in a sheet, so she begins to remember. Next day when we ask her about the word, she answers. This is like a punishment but I think that I do it because that is the only way she can encourage herself to remember the word, and that is how she proceeds, when she makes an error, the word is added to the notebook.

[00:13:16.04]

R10: And do you parents do this all the time.

PAR: Every time that she reads during the week, which is always.

R10: And where did you learn that technique?

[00:13:29.06]

PAR: They taught me that in the school, the "five finger technique", so there was times when... in the school they told me "Look, put her to read and if she has two or three mistakes that is because she only has two fingers, that is a very easy book for her". But they told me "If she pass from five fingers, the book is hard for her." So that is the way the taught me. And the word thing in the notebook was an idea that I and my husband came with, so they can learn.

[00:14:02.29]

R10: What are some of the question that your daughter asks to you when she talks about the books that she has read?

PAR: I ask her question such as what was the story about, who was the author, which was the conflict and how did they solve it. Um, when it is not about a conflict and is about... like... there was a book about a mom who went every Saturday to make up her room, and I ask my daughter in whom days did the mom make the room, what the mom did, and my daughter answers me. But regularly the questions are about what was it about, who was the main character of the story, who was in the story, the names, the conflict, how it was solved?

[00:14:42.24]

R10: And, does Child J ask you questions? Um, about the books that she has read?

PAR: Yes, she tells me sometimes "I did read this one and I had this problem, what do you think it happened?" And she answers herself.

[00:15:08.08]

R10: Oh ok.

PAR: So asks me the questions about what was the story about.

R10: And what do you do to encourage Child J to read? That is if you do anything to.

[00:15:18.25]

PAR: The only thing I can tell you is that we have now another strategy because we used to have many arguments because the two of them have a lot of reading problems. I was not seeing any progress and we would put her with the notebook words but still no progress, so what I try to do so she can make an effort in reading is telling her that I am going to giving a present or something, I have not bought her a lot of things but a little present so that they can convince themselves that if they do well they will receive a present from me.

R10: To reward one's effort.

PAR: Yeah, to reward their effort, ok. Well, would you let me... um, I don't if Child J and Erika already finished?

R08: She is still reading.

[00:16:00.22]

R10: Oh she is reading, ok then I will ask you another question, umm, are there other person in your house that help your daughter and what they do to help her? I know that you already told me about your husband.

PAR: Well, we are just my husband and I who put them to read, but long time ago, the one who helped a lot was my sister-in-law but she is not here anymore, so since the year that my daughter begun school, I have been who has helped them, but mostly my husband, who has been in charge of the reading.

[00:16:34.19]

R10: How do you know...umm, and I am back to the conversation, how do you know if your daughter has performed a good job reading a book?

PAR: Hmm, I know because they have told me in the school which book is difficult for my daughter when I go to ask about it, they tell me that she has completed a level, so that is when I see that the things we taught her have been proven to be useful for her, And most of all, we she starts to read a book that is hard to her, it is noticeable that is hard for her, so some days after when we put her to read she reads it without difficulties, so we realize that she has improved in reading.

[00:17:18.05]

R10: And just as I told you, there is no right or wrong answers for these questions; umm....what makes a third grade student a good reader? What is capable...what to do a good reader?

[00:17:33.20]

PAR: Well, you see... umm, you see.... now since I have helped her since third degree, they tell me in the school that she has to read like this (SHOWING THICKNESS WITH FINGERS).

R10: Oh okay.

PAR: With no drawings.

R10: And when she shows together her two fingers is like....two inches approximately.

PAR: Yeah it is.

R10: 2 inches width, that is the book's width.

PAR: I see the book and I thing that "That is a lot, my daughter won't learn that much, that is a lot" and as I have told you, she have been a little below as for reading. But they tell that she is capable of doing it and I say "I will try" The books that she brings here are this width (shows width) a little width, but they contain a lot of letters.

[00:18:11.26]

R10: If they are slim they are like half an inch, right? That is what you are showing to me, half an inch.

PAR: Look approximately half an inch.

R10: half an inch.

PAR: There are ones that.... the last time she brought one, it was like this, like more than an inch.

R10: One inch, I am trying to calculate it with my fingers (laughter)

PAR: Yeah but she did read it. She took some time to, I won't lie to you about it, but she took a lot of time with that book.

[00:18:31.18]

R10: Yes, it was like a success for her, an achievement, and right?

PAR: Yes but in order to her to become a good reader, she must read a book making no interruptions or anything, a big book, that is what they told me at school.

R10: Good, I am seeing that they are almost finishing. How would you describe the reading skills of Child J now?

PAR: I sense that she is doing fine, working hard... um, she has a lot of will to learn, because I have seen her.

[00:19:02.10]

R10: And the last question that I have here is: What objectives do you have for Child J's reading for this summer?

R10: Well I...my objective for this summer with her am that she becomes capable to read a lot of books.

R10: Ok.

[00:19:23.14]

PAR: To improve her reading, so that if she enters to fourth grade, she enters without that difficulty because when she sees that she is not doing well, she demoralize herself.

R10: She gets demoralized.

PAR: She gets depressed, so this is what I think, I would like to put her in summer school but there are no places left.

R10: There is no place left in there. I have here... when I came here, you told me that... that you had go to the office of...to the new place where you are moving, when you are changing house, will they change school too, or they will still attend the same school?

[00:20:10.24]

PAR: In fact when I moved to here a school change was required.

R10: Uh-huh

PAR: But I do not want to change her, because they like it and I also like the way they teach. I still think that I do not want to change her from there.

[00:20:29.14]

R10: But when changing address, is she required to get changed from school or still can she attending the same school?

PAR: She can still attend the same school provided that I bring her there and pick her up back home.

R10: Right, we just wanted to make sure if she was still attending the same school, and also, if she was going to change school, we wanted to know which school would go to be, in this case she attends....



PAR: Inaudible

[00:20:51.29]

R10: (Indiscernible) , right. This is because we wanted to know if she was going to remain in that school or any other. I have a list of schools, she was not going to another school because now if she changes to another school that we do not have included in the program, then we can't come back to interview you.

PAR: No, she is going to still attend that school this year. If I decide to, she is going to remain in that school.

\*other excerpts from home visit\*

PAR: And I only read her, I mean I only regularly let her to read just one book, if the book is very hard, I give her the book for all week so that she can understand the book.