

01-BDK

open-ended interview

*HV1: 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 S from morning to bedtime as well as you can remember.

*PAR: Gets up -- well she's got to be at school by 8:00 so her school day is typically from 8:00 to 4:00. And then after school she has violin lessons. And then if she's not at violin lessons then she's at afterschool, and the days she doesn't go to afterschool she'll come home, I'll tell her to take a break because she's already had that full day of school, "Go play with your friends," so she'll go play with her friends down the street for about an hour and then she'll come home, do her homework, have dinner, take a bath. We read for 45 minutes and then typically she'll be in bed by 8:30 because she's got to get up so early that if her body doesn't get the rest it needs it's _____ fall asleep at school.

*HV1: We're interested in learning more about your child's books and reading interests. Child S is showing (Home visitor) some books right now; where did you get most of her books, so from the school library, from public library, did you buy them, did someone else give them to her?

*PAR: A lot of her books that she's chosen is from the public library. Most of her books -- if she has a book fair at her school I'll buy her a book, but the majority of her books come from the public library.

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

*PAR: Just tell her reading is important because it's language, it's English, it's words, and you're not going to be able to understand sentences of words if you're not reading. When you're at school and you're writing that's words because you have to understand what the teacher is saying and if reading helps you in your spelling -- she's a good speller so I'm like if you like words reading should be a part of your everyday -- I push that because I feel with Child S if she's a reader and you slow her down and she takes a break that is sometimes a lot harder when you take that long break to go back to reading, so I'm like, "Child S, you know, if you read for 30 minutes a day you read for 40 minutes a day it's reading. It's still words that you know and if you like to do it don't stop."

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

*PAR: I usually tell her to sound the word out. If she's reading a book and she doesn't understand the word I'm, "Child S, sound it out. It's like spelling: if you don't know how to spell a word just sound out the word and break the word down so you can understand the word." I'm, "Child S, you can also look in the dictionary if you're at school if you don't understand the word because they tell you what the word means or ask your teacher." Sometimes you'll see a child getting frustrated over a word and it's just to tell the child, "Take it, just break the word down and do it as slow as you can because if you ignore it [crosstalk." I just let Child S -- reassure her that, "Don't get frustrated over a word because sometimes you're not going to get -- sometimes I don't get words, I mean sometimes I have to break words down just to know what the word means." I tell her to do that and she understands it better.

*HV1: What are some questions you ask your child when you talk about books she has read?

*PAR: I'll ask her about the story. I'll ask her what happened in the story, who are the people or characters in the story and what were they doing and what were they doing to make you want to ask the question, like if you read a story and it's telling you about two people that went to a store and did whatever they're like, "What did they do at the store? What did they get at the store? Was it a story that they paid for something and they had to get some money back? What happened in the story? Did the little child get lost in the story?" It's like I make her think. _____ not just reading the story; it's making you think about what you just read because you can read something and be like -- I don't want you to be like, "Okay, I read it," and put it down because then you're not really understanding what you read as far as the story.

*HV1: What, if anything, do you do to motivate your child to read?

*PAR: We have stories and stuff, books to read I be like, "If you read a certain amount of books on a Friday I'll take you to go get some ice cream, or I'll take you to the doll store. If you want to go pick something out it's like I have this for you but you have to read first. I'm not just going to give you it and then you're half reading it or stuff like that.

*HV1: Sounds good. Are there other people in your home that help your child with reading?

*PAR: My oldest likes to read but when her grandma comes to visit her she'll sit down with Child S and they'll read and talk about what they read and all. I hear them laughing so I know they're having a good time with whatever they were reading. Then she's like, "No mommy, it's grandma's and my time right now," so I'm like -- it's like, "I'm going to give you that time, okay."

*HV1: How do you know if your child has done a good job reading a book?

*PAR: Because I see her laugh, I see her get excited about the story that she's read. I know she likes what she's reading because she'll ask me are there any more books like what I've just read. Okay, the library had a whole series of Diamond Princess stories or something and Child S read one and then she read a couple more and then she went to the library and she was like, "Do you have any more?" and the librarian was like, "We don't have any more of that story but there's other like it that you might want to read." So Child S was like, "Okay." Then she read the back of it and stated to read a couple page and then was like, "Okay, I don't want to finish reading the story."

*HV1: So what makes a good third grade reader?

*PAR: Someone who likes reading, who's enthusiastic about what they're reading, who gets excited about reading. Because some kids don't like to read. Some kids just if they read enough in school they don't want to go home and have to do any more reading. So I try to tell Child S, "Reading is you're learning about different stories, different adventures." You might pick a book where there's like a pirate story, you might pick a book where there's a mermaid story and you might really like to hear more about it, but if you don't want to read it you're not going to know about it and I can't tell you about it. Because I might have read the book and I'll say to Child S, "Okay, I read it." And _____ say, "What it's about?" I'm like, "You have to read it. Like I'll help you reading it so you can understand the story and like the story but I'm not going to read for you because you're not getting anything out of it if I do."

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

*PAR: Understand the information and know that whatever they're reading they like what they're reading and it's not boring to them because kids get bored quick and to keep their attention sometime you have to have a book that you know that's going to keep their attention or their just not going to want to read it. And with her when she finds something that she likes to read she'll sit there and read it. She'll just take the book and read it herself. I know she likes reading and I know it's helped her a lot just being more outgoing because then she gets her other friends like, "This is a book I read," then she'll tell them about the story and they'll want to read the story and it just made her more outgoing.

*HV1: How would you describe your child's reading skills?

*PAR: Well the way their school was 40 was high in reading; she scored like about you know, like about a 40 so her reading was like off the charts with her reading and that's because -- and

her teacher said she likes to read and I said, "Yes, she likes to read, she likes to write stories," and she said, "That's good," and I said, "It's better sometimes when your child likes something than when they don't because then they won't really learning anything." And you see the change in your child and they want to go to the library or they want to go to the bookstore. I mean if I take her to the Barnes & Nobles I can't find my child because she's already in the kids' section, sitting on the floor, has a book already and the lady was like, "Wow," and I'm like, "Because that's what she likes to do," she's like, "Not many kids come in there -- most kids that come in there want to like run around and start playing with stuff." And I'm like, "No, I could leave her right here and go two aisles over and she'll be right here on the floor, still reading the same book that she picked up."

*HV1: And what goals do you have for your child's reading this summer?

*PAR: I'd like to see Child S just continue her reading and like if it brings out her personality more that's what I want to see. I don't want Child S to just stop reading just because school's over with. I want to know that reading is something that Child S wants to continue doing. I like the fact that she likes reading, she's interested, she asks questions. If it's keeping her mind interested _____, then she'd be bored.