

01-AOU

\*open-ended interview\*

\*HV1: That's the first part of this conversation. And the next one doesn't have a sheet like this. It's just really open-ended and again there's no right or wrong answer, everything you tell is just really valuable to us, and no A, B, or C, it's really open ended. So we're interested in knowing the kinds of things you and Child T do in your every day routines. Tell me a typical day for Child T from morning to bed time as much as you can remember.

\*PAR: Typical for the week or a weekend?

\*HV1: Just a typical day.

\*PAR: First when we get up, of course you know you wash up, brush our teeth, eat breakfast, we'll watch TV. During the week it's school or the weekend, usually just lounging around watching TV unless we're out doing \_\_\_\_\_ activities, and then lunch, either lounging or out and about, then at night time it's dinner, she'll take her bath. On the weekend we either watch TV or during the week I'll let her read a book or something, and then it's time for bed.

\*HV1: Well it's interesting talking more about your child books, I'm interested. Child T's showing (home visitor) some books right now. Where did your child get most of her books from?

\*PAR: That I like to read from?

\*HV1: What did you say?

\*PAR: That, what I like to read from?

\*HV1: No, no. She's showing, (Home Visitor) some books. Where did she get most of those books from?

\*PAR: Probably school.

\*HV1: School? Would you say the library, the school library?

\*PAR: Yes, the school library.

\*HV1: What are some of the things that you do to help Child T become a good reader?

\*PAR: Mostly motivation because she gets lazy every once in awhile. So, just motivate her, let her know the more she reads the smarter she'll become, the more she's learning. So I use that reading \_\_\_\_\_.

\*HV1: Anything you do to help her get motivated to read?

\*PAR: Yes.

\*HV1: Anything else besides telling her?

\*PAR: I try to sit down and read with her too, make it more interesting. Say if you sit down and read a book, then I'll grab one of my books and turn the TV off and say we'll read. Sometimes it works and sometimes it doesn't.

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

\*PAR: Pretty much I just turn off the TV. Because if the TV's on and a lot of commercials going on, she won't read. So that's what I do.

\*HV1: What do you do if anything to help her learn the readings of new words?

\*PAR: We'll google 'em, get on the laptop and google 'em, because a lot of words that I might not understand so it'll be like a learning experience for both of us. So I get the laptop, google it, and then we'll try to pronounce it and find the meaning of the word, and then we'll try to put it into the story.

\*HV1: Do you do anything to help her read words better?

\*PAR: No, just on the computer, once I go on google and google words I try to help her pronounce it the best way I can.

\*HV1: Do you do anything to try to help her understand better what she reads?

\*PAR: If she has questions or anything, sometimes I have to go back and read it and then we just try to comprehend together so It'll be a learning experience for both of us.

\*HV1: What if anything do you do when she's having a hard time with a book?

\*PAR: I tell her to go back, depending on what part of the book it is. Say she reads from the beginning to maybe like, the middle. Then she gets to the middle and she doesn't understand it, I tell her to flip back a couple of pages and slow down instead of like, rushing through everything try to read it, I tell her you just need to read it word for word. Because she do, she'll rush through and I just tell her, just start all over and start slow.

\*HV1: What are some of the questions that you ask her or you talk about books that she reads?

\*PAR: The only question I ask her is like the main idea, what was the main idea of the story, that she understand it, and if she was the author of the book, what would she do differently, or how would she end it differently?

\*HV1: Are there other people here at home that help her with reading?

\*PAR: Yes.

\*HV1: And who's that?

\*PAR: Either my mom or my sister. She'll come by. If my sister's here she'll help. So between my mom and my sister.

\*HV1: What do they do to help her, do you know? Anything specific?

\*PAR: Mmm-mmm. She'll be in the \_\_\_\_\_ with her so I'm not sure.

\*HV1: How would you describe Child T's reading skills?

\*PAR: Above average, and it's been like that since she was small. I started her early reading. From the time I was pregnant with her I would read and talk to her you know, while she's in my stomach, so by the time she started walking and talking that's when I started telling her the alphabet letters, ABC books, color books, so I started her very young. And when she was in pre-kindergarten she was already above average for reading and it's been like that ever since, she's always been like a grade level higher, very advanced.

\*HV1: All right, we're done with that, with this first part and we're going to have an activity together, it going to take twenty minutes or less, and that's going to be part of the \_\_\_\_\_. We're going to explain everything about, there's some materials that you guys are going to do together for the next couple of months. So you guys done?