

01_AFQ

From open-ended interviews

HV1: I work with children, and it seemed very interesting to me to come into the studio and visit families, because it takes me away from home and it gives me the opportunity to see other families in the state I visited a few years ago, and help in some way, and also to get to know a little bit. We would like to know what do you and Child M do in your daily life.[0:00:33] As a third-grader, how is her life, her routine.

PAR1: Her routine in the mornings is that she leaves home, I take her to get the bus that will take her to school, and when she comes back from school she goes to my sister's house, because I'm working. She goes to my sister's house, and then I pick her up about an hour later, after I get off from work. We get home and normally I ask her to do her homework first.

[0:01:01] I have to force her, but she gets her homework done, and goes out to play with a next-door neighbor, and then I have to go get her to come home and take a bath, eat dinner and go to bed. We do that daily, but some days we go to the park, or last month she took swimming lessons, and we would eat a quick dinner, go back home and do her homework.

[0:01:27] But for reading, as much as I would tell her, "We are going home and you'll do some reading", and I would make her do it, but she wouldn't read for even 15 minutes and she'd say, "I'm finished, I read three books", and although they were short books, she wouldn't read more. At bedtime, I would grab the Bible, although for a very short time, so she would read at least from the Bible, something (laughter). But after five or ten minutes she would say, "I'm tired, I'm going to bed", and she would never read the 30 or 40 minutes they recommended at school for her to read. She would always say, "No more than 20 or 25".

[0:02:02] And I had to argue with her every day, but as a mother, I would tell her nicely, "It's okay". But there were days where I would make her read for 40 minutes or an hour when I was mad at her. But normally it wasn't more than 25 minutes.

HV1: Okay. Fine. My partner (Home Visitor) is talking to Child M about the books she reads and all that, and she is going to ask her to bring books, she is going to look at them and take notes, and they are going to talk about those books. [0:02:37] I would like to know how did you get those books she has at home, where did you get them from.

PAR1: We got most of the books from garage sales, or the second-hand stores, and I have bought her some, but the ones I bought for her, that was a long time ago and she knows them by heart, the Curious George ones, but the other ones are from school, she sometimes brings them from school, but not always. [0:03:03] And sometimes, but not very often, we have been at the library and we have brought them from the library.

HV1: What are the things you do to make her a better reader?

PAR1: Well, generally, almost always, I try to be with her when she is reading. The only downside is that I don't know what to ask her, and I don't know if she understood what she read, but I ask her, "What was the name of the character in the book" [0:0:35]. But I always, always, always ask her, "Who is the

author of the book"? But she rarely knows it. But I hardly ask her anything about the story, because I don't know how to ask the questions or what to ask.

HV1: What do you do when she has difficulty reading a book?

[0:03:57]

PAR1: Wow. When she says she doesn't understand something, I try to read it to her and explain it to her, but sometimes many words are difficult for me, I don't understand them, I don't know what they mean. I help her with most of the words' pronunciation, although sometimes my pronunciation is not so good, but I try to help her pronounce it correctly.

HV1: What are some of the questions you ask the child when you read the books?

[0:04:27]

PAR1: Well, what is the story about, and if she tells me there was a child in the book, what was the child doing. And almost always, how did the story start and how did it end. I almost never ask her about the plot, in the middle part of the book, in what happened, mostly who where the other characters in the story and what happened at the end.

HV1: Ah-hah, what happened. Okay. And if you do anything to motivate her to read, what is it that you do?

[0:05:01]

PAR1: I don't believe I really do anything to motivate her, I don't know what to do to motivate her. The only thing I do is tell her, "Go and read", but I don't tell her... I sometimes have said, "I'll buy you something". But she doesn't pay much attention, because maybe she knows I'm not going to buy it (laughter), that I'm just saying. But I haven't found something that would really motivate her.

HV1: Are there other people at home who help her to read, who motivate her, that...

[0:05:32]

PAR1: No.

HV1: No. Only you.

PAR1: He sometimes... but I think once a year (laugh)

HV1: Ah, okay. And how do you know if your child has done a good job reading a book?

PAR1: I don't.

HV1: What do you think a third-grader should have to be a good reader?

[0:05:58]

PAR1: Umm... to be a good reader, umm... I think that to be a good reader, first of all the child needs to like to read, and she used to like to read when she was very young, or that I read to her. And I noticed that in first grade she liked to read, but from second grade on, she doesn't like to read anymore, as much as... But when she was in Kindergarten and first grade, I read to her a lot and she read a lot and

she liked it, and I don't know what happened, but she lost interest [0:06:35], but I think that she needs like...

HV1: Motivation.

PAR1: motivation, or maybe books with more stories...

HV1: that she likes.

PAR1: Yes, like fantasy, which are the ones she likes the most.

HV1: This study already asked her what does she like to read and what are her interests, so let's hope...

PAR1: That they send her that kind of books.

HV1: They will send her books at her reading level, not easier or harder [0:07:00], because that is also important, and she is going to get books about subjects she is interested in.

PAR1: That she likes.

HV1: That is what we are hoping for, because those are two key things for her to be a good reader.

PAR1: To get interested.

HV1: Umm, how would you describe her reading abilities?

PAR1: Umm, yes, I do think she is good at reading, but the bad thing is she reads fast, and she doesn't pay attention to the meaning of the words [0:07:30], and that is why she doesn't understand what it was about, because that was even the problem... I take sides with the school, when the teacher said that she read well, but she didn't know what she was reading.

HV1: Ah-hah. She is lacking comprehension.

PAR1: Reading comprehension.

HV1: And what are your goals for her as a reader this summer?

[0:07:54]

PAR1: Well, I want her to be at her level, because during the whole year she was a little below her level. At the end, she leveled with the marks they require, and I want her to be at her level. If she goes a little above, that's fine, but at least I want her to be at her level and not below like she was most part of the year, the reading level.

HV1: Well, now, as you know, I've told you how I got here, why I'm doing this work. And I would like it very much for you to tell me what kind of person is Child M [0:08:30] : as a girl, what does she like, what does she enjoy.

PAR1: Well, I see her as a very introverted girl, her thoughts or her... are more at the level of a child her age, because when we talk about things, she comes up with questions that older girl knew. I compare her with a friend who is about her age [0:09:00] and a niece who is her age, and the girls don't do what she does. She is a little more alert...

HV1: More mature.

PAR1: More mature. She is very docile. Most of the time she does what I ask her to do, although not when I tell her to, she'll do it a little later. If I ask her to do something she'll say, "In a little while", but she does it. I think she is an intelligent girl [0:09:31], but I haven't ▯ how do you say ▯ I haven't learned how to mold her to use that intelligence. In other school subjects she is doing fine, she is doing fine in everything else except reading and writing. She is below her level, that's why I got interested in inscribing her in the program

HV1: That's great. What are some of her favorite activities that she likes doing?

PAR1: She loves to play outside [0:09:57], like going to the park, or swimming, playing all sports, because she doesn't have a specific favorite sport. She says she loves playing soccer, but she also enjoys... we sometimes go play tennis...

PAR2: Piano

HV1: Piano? Music?

PAR: She likes music, but she likes singing a lot...

PAR2: She sings a lot. She's good too, singing. If you want to give her a book of non-fiction, like tennis, piano, anything...

[0:10:34]

PAR1: and the computer, of course. She loves computer games.

HV1: Ah-hah.

PAR2: Science fiction. Science fiction.

HV1: So she likes to read?

PAR: Yes. But, it's difficult.

HV1: (laughter) Uh, okay. I am done.

PAR1: Ah, okay.

HV1: What are some favorite activities you do with the girl?

[0:10:59]

PAR1: Her most favorite?

HV1: That you do with the girl, that you do together.

PAR: Well, playing. Playing outside: soccer, baseball, also with raquets.

PAR2: We also play tennis.

Other coded excerpts from home visit

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HV1: And how often do you buy her books: never or almost never, once or twice a year, three to four times a year, at least once a month?

PAR1: At least once a year. No, like two or three times a year [0:13:59]. On her birthday, for Christmas, I like to give her a book and something more.

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