

01-AQV

\*HV1: So we're interested in knowing the kinds of things that you and Child M do in a normal day. So if you were to think about a normal routine for her, from the time she gets up to the time she goes to bed – can you walk me through that?

\*PAR: Okay. Getting up?

[Laughter]

Okay. Having to call Child M several times to get up. Because she refuses to get up most mornings. She'll finally get up. She'll go to the bathroom. She'll bathe, get dressed, and turn on the TV until it's time to go.

Then she'll finish up – or sometimes she'll fix her lunch. And then she'll go next door to my Dad's. Because my dad takes her to school.

\*HV1: Okay.

\*PAR: And she'll – whatever else she didn't do here, she'll finish up over there. And sometimes she'll go back to sleep. She'll go to school. When I get home, she – the first thing she does – she tells me about her day. That's number one.

\*HV1: Uh-huh.

\*PAR: Then she'll tell me – we'll discuss what we're gonna eat, what we're gonna do. And then, after that, the first thing she'll head out – is the TV. Cut on the TV.

Sometimes she'll go outside and play, or sometimes she'll play her piano or her guitar or other things. And then after she eats dinner, she gets ready for bed.

\*HV1: Okay. And we're interested in learning more about her reading interests and what kinds of books she likes. And she's showing (Home Visitor) some of her books right now, as you know.

\*PAR: Uh-huh.

\*HV1: Our question for you is – where have you gotten most of her books from?

\*PAR: Most of her books were either school – where they have the school book thing.

\*HV1: Like a school book fair?

\*PAR: Yes.

\*HV1: Okay.

\*PAR: Or her aunt – gave her a lot of those books.

\*HV1: Okay.

\*PAR: Because her aunt passed. And she was a school teacher. So she had a lot of books, so she was like, "Child M will enjoy these." So a lot of 'em – she just gave 'em to her. Sometimes we'll go to Wal-Mart or Toys 'R Us and get books.

\*HV1: Uh-huh. Okay. Great. Thanks. And what are some things that you do to help Child M become a good reader?

\*PAR: Kumon. Pay for that every month.

\*HV1: Yeah. I was gonna say that. Uh-huh.

[Laughter]

\*PAR: Yes. I pay for that every month – makes sure she goes every – twice a week. And I talk to her about it. You know?

Sometimes I will pull things off the Internet, where I feel that she's having her most difficulties. I'll go on the Internet and figure out something for her age – well, for her grade. Excuse me. And I'll pull it, and I'll work with her on it – a worksheet. You know? And I'll help her like that.

\*HV1: Okay. Great. And what, if anything, do you do when you see that she's having a hard time with a book?

\*PAR: Child M's problem with – when she does read, and I hear her reading – is breaking down the words.

\*HV1: Okay.

\*PAR: You know? She'll say a word she doesn't know, and she'll make up a word. And I'm like, "No. Sound it out." You know?

\*HV1: Uh-huh.

\*PAR: And I'll help her sound it out, and try to teach her how to sound it out. That was the most difficult thing that we have ever experienced – is her sounding out. But she's getting better at sounding out.

\*HV1: Uh-huh.

\*PAR: Telling her to slow down.

\*HV1: Okay.

\*PAR: You know? Don't just call out words. You know? Speak – when she talks, do it fluently. You know? Don't chop up the words.

And so just keep taking her back to – even if we have to just stay on one page until she gets it right, we'll just stay on that one page. And then I'll say, "Okay. We'll work on the rest of it later." You know?

\*HV1: Okay. So pacing her?

\*PAR: Yes.

\*HV1: Yeah. Okay. What are some questions that you ask her when you talk to her about books that she's read?

\*PAR: I ask her – usually I try to find out if she can comprehend what she read. Because that's where she's having her most difficulties – is comprehending it. You know? So I ask her some questions to see if she's getting what she's reading.

\*HV1: Okay.

[Interruption]

\*HV1: So. I'm sorry. You were talking about the questions that you ask her.

\*PAR: I'm just making sure that she is understanding what she is reading. You know?

\*HV1: Okay.

\*PAR: I'll go back with her. You know? "What is the story about? Who are the characters? What are you getting out of it?" So yeah.

\*HV1: Okay. Great. What, if anything, do you do to motivate her to read?

\*PAR: I don't do anything to motivate her to read. I just – I always stay on her about her reading. You know? "Child M, you know you've got to do this." You know? Trying to find out where her weaknesses are. But to like really motivate her to say, "Let's read"?

Because that's my weakness. I hate reading.

\*HV1: Hmm.

\*PAR: Yeah. So I think – math was my stronger subject. Reading was my –

\*HV1: Well, she followed in her mama's shoes.

\*PAR: Yes.

[Laughter]

\*HV1: You know I think it's easier to get better at reading than to get better at math.

\*PAR: Really?

\*HV1: Because math either clicks for you, or it doesn't. I mean this is my humble opinion. What do I know? But reading – you can always get – but math – it's just like kids are on it, or they're not.

\*PAR: Yeah.

\*HV1: Yeah.

\*PAR: And I don't know what it is about math. I can get math like it wasn't nothing. But reading?

\*HV1: Yeah. We need more girls who are good at math in the classroom. So when she said math, I was like, "Yes. Go girl."

\*PAR: Yes. She did excellent. She made a 4 on her EOGs with math.

\*HV1: Good for her.

\*PAR: Yes. And when she said about her reading – I was like, "Yep. She took after her mom."

\*HV1: Good for her.

\*PAR: But yeah. She did a 4. I was proud of her. Well, definitely – I'm like, "Yes."

\*HV1: I bet you were. Wow. Hmm. And are there other people in the home that help her with reading?

\*PAR: Yes. Well, not in the home. But I kind of include my dad and his wife.

\*HV1: You include your dad? Okay.

\*PAR: Because they are like right next door, and they take care of Child M while I'm at work.

\*HV1: Okay.

\*PAR: So they do. They make sure that like every day she has some type of Kumon homework. Because they give her like six packets to read and do questionnaires. You know? So they make sure she goes through that every day and everything.

And we try to – I had bought her some books. And sometimes we try to get her to read it and answer the questions, to see if she's comprehending what she's reading.

So they stay on her more than I can. Because by the time I get home, usually it's like around this time. And sometimes it's a little later, based on what I have to do. So I don't have the time to like really sit down with Child M and help her through it. So they do it for me.

\*HV1: Okay. Great. Well, it's wonderful that you have that support.

\*PAR: Yes. It's my support. I am grateful.

\*HV1: It's so nice they live so close. And how do you know if Child M has done a good job of reading a book?

\*PAR: My dad's wife – she sits with Child M most of the time, when it comes to her reading.

\*HV1: Okay.

\*PAR: And she informs me of what's going on. And so that's how I keep up with what she's having problems with, and what she's not having problems with, and what she's getting better at.

And that's how I know if I need to go online and pull another worksheet off for Child M or whatever, to assist her in whatever she's having problems with.

\*HV1: Uh-huh.

\*PAR: So that's what we usually do.

\*HV1: Okay. So that helps me know what other people are doing as well. That's great.

\*PAR: Uh-huh.

\*HV1: So I guess to maybe reiterate the question – is there an indicator for you? How do you know if she's gotten a book or done a good job of reading a book? Or maybe you're not around to have – maybe that's more your dad's wife's turn –

\*PAR: Yeah.

\*HV1: Okay. So we would need to ask her then.

\*PAR: Yeah. She does it more.

\*HV1: Got it. And what do you think makes a good third grade reader? What should they be able to do? I know. If you're not a teacher, you're like, "What?" But just in your own estimation –

\*PAR: Okay. Based on what me and her teacher talked about, when it comes to it –

\*HV1: Sure.

\*PAR: She's saying that reading more fluent is the main thing. You know? Not chopping up the words or guessing at words. Being able to recognize the words. You know? Reading.

\*HV1: Okay.

\*PAR: Pronunciation. You know? That's what she tells me.

\*HV1: Okay.

\*PAR: So yeah.

\*HV1: That's great. And how would you describe Child M's reading skills? I know you've already alluded to this. But if you could formally say it, that'd be helpful.



\*PAR: It's a little weak.

\*HV1: Okay.

\*PAR: She still needs some help on her reading. So yeah.

\*HV1: Okay. Can't be good at math and reading all the time. You know? Some kids are blessed enough to be good at both. But most of the time, it's one or the other.

\*PAR: One or the other. Yes.

\*HV1: I was certainly – I was the reading kid. I couldn't do math to save my life.

\*PAR: And I was the math kid.

\*HV1: Yeah?

\*PAR: Reading – ugh.

\*HV1: And what goals do you have for Child M's reading this summer?

\*PAR: For her to at least get to the level she's supposed to be at in reading. You know?

\*HV1: Okay.

\*PAR: That she can read more fluent, that she can comprehend better. And that she'll start liking to read. I hope she doesn't take after her mom and just hate reading.

\*HV1: Okay.

\*PAR: I'm hoping that she'll just learn to start enjoying the books. You know? But I think the problem is that if you can't comprehend what you're reading, then you can't enjoy what you're reading.

\*HV1: Exactly. Exactly.

\*PAR: So just getting her to the point where she can comprehend what she's reading – I think she'll start liking to read or read more.

\*HV1: That makes sense. Yeah. Great. Thanks for answering all my questions.

\*PAR: You're welcome.