

01-ARD

open-ended interview

*HV1: Okay. So the next set of questions, we're interested in knowing the kinds of things you and your third grader do in your every day routine. So tell me about a typical day for Child Y from morning to bedtime as well as you can remember.

*PAR: Well, morning sometimes is a struggle. Bedtime sometimes is a struggle. Doesn't want to go to bed. Doesn't want to get up. MM. I don't know. I'm gonna let grandma explain that one.

*PAR2: What was it?

*PAR: How is her typical day for Child Y?

*HV1: Her typical every day routine from morning to bedtime.

*PAR2: Well, when she gets up she usually – she likes to drag in the morning. She doesn't like to just get up and start doing something. She will lie in bed and just lie there or either she'll come get in bed with me.

*PAR: To go from her bed to grandma's bed.

*PAR2: We'll talk for a while. Then she wants something to eat. And she's kind of picky about what she wants to eat. She usually wants what she wants. And so she has a different menu that she eats, but that's what she wants to eat. After she eats she's basically ____ the TV. And if we're going somewhere, TV has to go off and get dressed and leave. Generally we're going somewhere. And she comes home after – if we come back from wherever we go. TV pops on. She's a snacker. So she loves to snack a lot.

*PAR: Little nibbler. Yes.

*PAR2: And somewhere in there we can put some chores. She's supposed to do something every day, but that doesn't get done every time. So generally eat some dinner. After dinner, if she feels like – she doesn't want to go to bed. She never wants to go to bed. So she'll use the excuse, but I didn't eat

enough. I'm hungry. I'm still hungry. Can I eat some more? So naturally that's more time so we can eat something else and then –

*PAR: To stay up longer.

*PAR2: Finally go take a shower and go to bed.

*HV1: So we're interested in learning more about your child's books and reading interests. And right now she's in there showing (home visitor) some books. Where did you get most of her books? So from the school library, public library, did you buy them for her, did someone else give them to her or did the school give them to her?

*PAR: I was gonna say it's kind of in between all of that. Pretty much the library, the school library.

*HV1: So if you had to think about most of the books she has.

*PAR: Most of them were bought.

*HV1: Bought.

*PAR: Yeah. Most of them were bought.

*HV1: And what are some things that you do to help Child Y become a good reader?

*PAR: Say that one more time.

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

*PAR: Um. She really doesn't need any help. Like she grabs hold to the phonics thing at like the age of five. She was reading exceptionally well from like that point up till now. So she's always read above her

level without any I guess promotion, whatever. We didn't have to – that was like a natural. She didn't really need too much encouragement or anything.

*HV1: Okay.

*PAR: She actually likes it. She likes to read. My oldest too.

*PAR2: That's because I put books in front of them from the time they were small.

*PAR: They were babies. They had the touch and feel books. Grandma's a art teacher. So grandma – anything educational they're gonna get it. No way around it.

*PAR2: And I put like things in their vision. Stuck things on the wall so they could see the alphabet, so they could see colors. So they could see – I mean just become familiar. And so it was just easy for them because they knew they were gonna read. It wasn't ever a chore. It wasn't ever anything hard to do.

*PAR: Nm mm.

*PAR2: I put it to them when they were babies. And they just grew up with them.

*HV1: Okay. So what, if anything, do you do when she has a hard time with a book? Which I think you kind of answered that but.

*PAR: She really don't.

*PAR2: if she does, sometimes if she doesn't want to – sometimes if maybe she's sleepy or tired or whatever and she's, _____. And I'll say, _____. Just try it again. If you look at it again, the question you were just asking me is right there. So just kind of reinforce going back over it. Go back over it. Look. And then or either I will tell her to stop. Just take a time out. Just leave it alone and put it down. Close the book. We're not even gonna discuss it until she cleans up that little attitude. And then she'll come back and say, "Is that all it was?" Yeah, that's all it was. It was you were your own _____.

*HV1: And what are some questions that you ask Child Y when you talk about books that she has read?

*PAR: Basically what was the book about. What did you think it was about? Pretty much just things like that.

*HV1: Okay. And I think we'll have the answer to this one. Are there other people in your home that help your child with reading?

*PAR: [Laughter] This is actually, we're like mommy and daddy. So this is ____ are grandma's babies. That's not just a saying. These are grandma's babies. Only these two. And she's got, what? Fifteen?

*PAR2: Fourteen.

*PAR: Fourteen. I only have two.

*HV1: So what does she do to help?

*PAR: Grandma does everything to help. Grandma does everything. Anything they need help with. But they – I'm not gonna say they. We're talking about Child Y. Child Y, as far as reading?

*HV1: Mm hmm.

*PAR: She really doesn't get stumped or need like help or anything extra with reading.

*HV1: So she's support.

*PAR: Mm hmm. Pretty much. That's ____ _____. Yeah. That support system. But other than that she's a-okay with reading.

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

*PAR2: She's usually excited –

*PAR: I was gonna say, yeah, she'll talk about it. She'll talk about it. Or she'll read it again. Like she did with the stripes.

*PAR2: Oh, god. Stripes and Amelia Bedelia.

*PAR: Yes. Yes, yes, yes. And Junie B. Jones.

*PAR2: Yes.

*PAR: Yeah. She was reading Junie B. Jones books at probably the age of six. Maybe six. And they're chapter books. So she was at six she was reading those. So yeah, she's always been exceptional.

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

*PAR: An ambitious reader. And that's what she is.

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

*PAR: Reading comprehend. I think. I don't know if that's too old for a third grader to do but. No, that's actually what she had her EOGs on today. No, it was yesterday it was reading comprehension.

*PAR2: Yesterday.

*PAR: She said today we did the – what did you take today? Your EOGs. Which one did you?

*CHI: _____ active.

*PAR: Calculator active. That was the word.