

01-AMO

*HV1: Okay. Okay, now we're gonna go into the other part, just some open ended questions. We're interested in knowing the kinds of things you and Child D do in your everyday routines. Tell me about a typical day for Child D from morning to bedtime as well as you can remember.

*PAR: He gets up in the morning. He usually fix himself breakfast.

*HV1: Okay.

*PAR: Because that's what he likes to do to show that he's big. We'll go. I'm involved with church a lot, so maybe I'll have something to do with church or maybe he'll have something to do, like choir practice or choir practice for me, go to the grocery store. It's starting to get summer, so lately we've been _____ shorts and stuff. I go to work. I go to work in the evening time. He's with his sisters or he'll go to my sister's house and they come home. He'll read. I call. He get his stuff out for school and go to bed.

*HV1: Sounds good. We're interested in learning more about your child's books and interests and reading interests, so right now Child D is showing (home visitor) some books. Where did you get most of his books from?

*PAR: When I have the book fair at school, every now and again we may go to the bookstore and he'll ask for something. Most of the time it's book fairs and when he was – I've been here for four years. We was in South Carolina. He was in a book program, and they would send him a book once a month, so that's where he got a lot of his books from.

*HV1: Okay, so would you say that he got them from the school library, public library, or did you buy them for him? Did someone else give him books or did the school give him books, so as far as most of his books.

*PAR: It's pretty much most of his books, they were given to him.

*HV1: Okay. What are some things that you do to help Child D become a good reader?

*PAR: Make sure he reads often.

*HV1: Okay.

*PAR: Go back over if he misses something, to reread the sentence. We just found out recently – I found out recently while I had him reading one night that he got to where he didn't really wanna read. He would read a little bit and he would say, "I'll do it later," and come to find out he needed glasses. That's why he didn't.

*HV1: Oh, okay.

*PAR: So instead of saying, "I can't see," or, "My eyes hurt," or something, he would just make excuses, so he got glasses, and he's all right again.

*HV1: All right. That's good. Good, so what, if anything, do you do when Child D has a hard time with a book?

*PAR: We just go over it, continue to go over it, repetition. That's what I always learned, repetition is the best teaching.

*HV1: Okay and what are some questions that you ask Child D when you talk about books that he reads.

*PAR: What's the author, the illustrator? What was the beginning of the book about, the middle, and the end, or I ask, "So what do you think's gonna happen next?"

*HV1: Okay.

*PAR: Did you like the book or what is it about the book that you like?

*HV1: Sounds good. What, if anything, do you do to motivate Child D to read?

*PAR: When he asks about books, I make sure I'm able to get him, or I let him know that I'll get the book, or we'll try to get the book or something like that, and then I'll just ask and remind him every day, "Did you read? How many pages did you read? Did you know all the words," or if he's got a problem with a word, like I said, I'm at work. I tell him to spell the word out and we'll try to pronounce, and he's real good at breaking it down, getting it.

*HV1: Okay. Very good, so are there other people in your home that help Child D with reading?

*PAR: No. They're teenagers, so they've got their own life.

*HV1: Oh (laughter), okay.

*PAR: They'll say, "Did you do your homework," or something like that, but as far as sitting down, they won't do it.

*HV1: Okay, all right. How do you know if Child D has done a good job reading a book?

*PAR: Listening to him.

*HV1: Listening to him? Okay. What makes a good third grade reader?

*PAR: Just doing it all the time, doing it all the time and having support, being there with them, letting them read to you.

*HV1: Okay, all right, and what should a good reader be able to do?

*PAR: I think they should be able to tell you about what they read, read fluently, learn how to break the words down and understanding what they mean.

*HV1: Okay, how would you describe Child D's reading skills?

*PAR: I think he's doing pretty good for his age.

*HV1: Okay, so as far as some of the things that you described as far as what should a good reader be able to do, like what do you think as far as his skills do you think he falls within some of those things?

*PAR: Yeah. He does.

*HV1: Okay.

*PAR: There's times where he wanna do something else, so his mind will go somewhere else, but as long as I encourage them or they're with them, he does good.

*HV1: Okay. All right, so what goals do you have for Child D's reading this summer?

*PAR: To make sure he reads like he did during the year and don't get thrown off, because most of the time, if they don't read during the summer or continue doing some of the things they did during the school year, they'll forget, and so they have to catch back up that following year or whatever, so just try to make sure he read and do a little work and stuff during the summer.

*HV1: Okay. Sounds good, so I think that we just need to wait for them to finish up, but –

*PAR: I can't think of the name of that _____ The Diary of a Wimpy Kid.

*HV1: Diary of a Wimpy Kid?

*PAR: Yeah.

*HV1: Okay.

*PAR: So he love those.

*HV1: Yeah. Most third graders like that series.

*PAR: He get those. He have surprised me with some of the books he got like the Guinness Book of World Records, just tell about different little facts and stuff, so he got two different kinds of those books from the library. _____ go to the library _____.

*HV1: Okay, at school?

*PAR: _____.

*HV1: Okay. Yeah, a lot of kids his age are interested in the Guinness Book, those types of books that give a lot of facts and real neat stuff. She'll be finished in a minute (background conversations). He has such a bright smile.

*PAR: Mm-hmm (laughs).

*HV1: Are you enjoying your Saturday?

*PAR: Well, yeah. I've been sick the past couple of days, but just being off, and this is the first day I've been moving around and stuff.

*HV1: Oh, okay.

*PAR: I'm enjoying it. I like being home and _____ with him.

*HV1: Yeah.

*PAR: Excuse me. I can't come. You better read.

*HV1: So did he enjoy third grade this year?

*PAR: Yes and no. He's had some problems with his teacher, and I don't really – I don't know, so I'm thinking about maybe changing his school. I was thinking I'll change his school next year.

*HV1: Oh, okay.

*PAR: He didn't have a good experience with his teacher.

*HV1: Okay. Now the school that goes to is a traditional calendar?

*PAR: Mm-hmm.

*HV1: Yeah, a traditional? Okay, so there will be other schools.

*PAR: Yeah.

*HV1: Do you have another school in this district that he can go to?

*PAR: Well, it's not traditional, so I think I may have waited too late for that, but if he could go to another traditional school, even if I have to drive, I think I'm gonna do it next year because I was really disappointed this year.

*HV1: Okay.