

01-ASR

\*HV1: Alright. So we're interested in knowing the kinds of things you and your third grader do in your everyday routine. So tell me about a typical day for Child A, from morning to bedtime, as well as you can remember.

\*PAR: Okay. She wakes up, and we get her dressed. She'll eat a little bit of breakfast before she goes to school – and eats more breakfast. She comes home from school, does her homework, takes a bath, makes sure her room is straightened and clean, eats dinner. And then she goes to bed.

She's supposed to spend 30 minutes reading each night before she goes to bed. So like I said, she does that maybe three to four times out of the week. Other than that, sometimes it's so late, by the time she gets done doing her daily activities, she doesn't get a chance.

\*HV1: Okay. We're interested in learning more about your child's books and reading interests. So right now, she's in there showing (HOME VISITOR) some books.

Where did your child get most of her books from? So from the school library? Public library? Did you buy them? Did someone else give them to her? Or did the school give them to her?

\*PAR: I bought them, and people have given us –

\*HV1: Okay. But for most of them, would you say –?

\*PAR: I bought 'em. Uh-huh.

\*HV1: And what are some things that you do to help your child become a good reader?

\*PAR: Well, when we had more time, before the other ones came along, we used to read every day, hours at a time, non-stop. And she really liked reading more when she was little than she does now. I'll help her sound out words, if she has problems with reading books. Or she'll act out parts of the story.

So I just like her to – kind of make sure she's getting the concept of the book.

\*HV1: Right. Right. Okay. So what, if anything, do you do when your child has a hard time with a book?

\*PAR: As far as reading it? The words and stuff?

\*HV1: Uh-huh.

\*PAR: I'll help her to sound out the words. Or if she asks what something means, then I'll tell her what that word means.

\*HV1: Okay. And what are some questions that you ask your child when you talk about books that she has read?

\*PAR: Who was the main character? What was the part that she liked the most? That's about it. She usually tells me most everything. She's at that age where she talks more and asks a lot of questions about different things. So.

\*HV1: Right. So what, if anything, do you do to motivate her to read?

\*PAR: I do tell her to read. Every day, I tell her to read. But that's about it. Just making sure that she does take the time out to read.

\*HV1: Okay. And are there other people in your home that help your child with reading?

\*PAR: No.

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

\*PAR: How do I know if she's done a good job? She knows the whole story. She's read the book, from the beginning to the end.

\*HV1: Okay. And what makes a good third grade reader? And what should a good reader be able to do?

\*PAR: What makes a good third grade reader?

\*HV1: Uh-huh. And what should a good reader be able to do?

\*PAR: Of course, if they're reading at their level of material, they should be able to read the book, from the beginning to the end, without help. And I think they should be able to grasp the concept of it – know what the story is about and be able to tell someone else what that story is about.

\*HV1: Okay. And how would you describe your child's reading skills?

\*PAR: I think they're good.

\*HV1: Okay. What goals do you have for your child's reading this summer?

\*PAR: That she'll continue to read every day, and that she'll become a stronger reader.

\*HV1: Well, that's it. So those are all the parent questions. Now we're just gonna wait for them. They should be finished in a few minutes.

\*PAR: Oh, okay.

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