

01-ATX

*HV1: We are interested in knowing what you and your third-grade child do in your daily routines.
[0:16:59] Please tell me about a typical day for Child A from the moment he wakes up until he goes to bed.

*PAR1 F: Um... Can you repeat the question?

*HV1: Yes. We are interested in knowing what you and your third-grade child do in your daily routines.

*PAR1 F: Uh-huh.

*HV1: Okay. Tell me about a typical day for Child A from the moment he wakes up until he goes to bed.

[0:17:31]

(long silence)

*PAR1 F: Like sometimes he doesn't want to get up to go to school. [0:17:58] I always have to get up to, to wake him up. And I give him his clothes for him to change his clothes and I take him. Every day I take him to school.

*HV1: And then?

*PAR1 F: Um...

*HV1: From the time he wakes up until he goes to bed?

[0:18:30]

*PAR1 F: And, um... I tell him to brush his teeth and change... But in the evening (inaudible)

*HV1: A little bit louder so we can hear your voice.

[0:19:00]

*PAR1 F: When... He is always with him, because I work.

*HV1: Okay.

*PAR1 F: Sometimes, um... when I'm here, he goes to bed later, at 10:00 or 11:00 pm.

*HV1: Very good. We are interested in knowing about the books that interest him.[0:19:27] Child A showed (Home Visitor) ... excuse me, (Home Visitor), some books. Where did Child A get most of his books?

*PAR1 F: From school? What? From school.

*HV1: From the school he attends. Any other place?

*PAR1 F: There.

*HV1: From the library, is that what you are saying?

[0:19:59]

*PAR1 F: Um...

*HV1: From the school library.

*PAR2 M: Yes.

*HV1: What are some of the things you do to make Child A a good reader?

[0:20:13]

*PAR2 M: Well, so he passes his grade, he has to be at the reading level of his grade. That is why I think it is necessary for him to learn.

*HV1: But you, Mrs. Parent A, what are some of the things that you, you do to make him a good reader?

[0:20:35]

*PAR1 F: I send him to school and, and, and...

*HV1: For example, what do you do for him to learn the meaning of new words? Do you do something specific?

[0:20:57]

*PAR1 F: I am teaching him how to speak, how, how to say some words he doesn't know. Because he doesn't speak Spanish.

*HV1: He doesn't speak Spanish.

*PAR1 F: No.

*HV1: How do you communicate with him?

*PAR1 F: He speaks it, but not very well.

*HV1: Okay.

*PAR1 F: He says the words the other way around.

*HV1: Okay.

[0:21:30]

*PAR1 F: Uh-huh.

*HV1: What do you do, if anything, to help him understand what he reads? Could you tell us?

*PAR1 F: Um...

*PAR2 M: We tell him how to say something if he doesn't know how to say it. She can't explain what she wants to say, that is why I'm telling you.

*PAR1 F: (laughter)

*HV1: No, I'm here waiting, I'm in no hurry.

[0:21:57]

*PAR2 M: We are like, like teaching him how to say what he doesn't know how to say it. And we are helping him on how to say it.

*HV1: And you, Mrs. Parent A, do you do something specific? To help him understand what he reads?

*PAR1 F: Yes, I ask him to repeat what the book says or anything he does.

[0:22:34]

*HV1: Do you do something specific so your child has time to read?

*PAR1 F: Yes... He always, um... Sometimes I turn the TV off when he is watching TV, because I want for him to do his homework, or, or he reads first and watches TV or plays afterwards.

[0:22:07]

*HV1: Do you do something specific to motivate him to read?

*PAR2 M: (to PAR1) If you do something to help him.

*HV1: To motivate him, to motivate him, to make him want to read.

[0:22:32]

*PAR1 F: Um...

*HV1: If you do something, you don't really need to have an answer.

*HV1: So we now who is discussing the reading with her.

*PAR1 F: Well, yes, sometimes he doesn't want to read, but I tell him he has to read to pass his grade, so he won't stay behind.

*PAR2 M: (to PAR1) Can you explain it a little bit? Like when you tell him, do this and I will buy you this.

*PAR1 F: (laughter)

*PAR2 M: Do this and I will take you there. [0:24:00] Do this and I will give you this. To motivate him.

*PAR1 F: And when... I tell him that if he does what I say, I tell him I will celebrate his birthday. Because he knows what month is his birthday, and he loves to celebrate his birthday.

(long silence)

*HV1: What are some of the questions you ask Child A about the books he reads? That he has read?

[0:25:02]

*PAR2 M: He, he doesn't ask questions. He tells us about what he is reading.

*PAR1 F: He tells us. He tells us what the book says.

*HV1: But... do you ask him questions?

*PAR1 F: No.

*HV1: No. You don't ask him questions.

*PAR1 F: No.

*HV1: Okay.

*PAR2 M: He tells us the story²

*HV1: Okay. There are some other people that² Ah-hah, go ahead

[0:25:30]

*PAR2 M: He tells us the story he is reading about, and what I tell him is, "Okay, that's nice. Keep reading so you know more about the story and what else happens". And then he reads more, he keeps reading.

*HV1: Mm.

*PAR2 M: But we don't ask questions when it's not relevant.

*HV1: Sure. Is there anyone else at home that can help Child A to read?

[0:26:01]

*PAR1 F: Um, his sister.

*HV1: His sister.

*PAR1 F: Uh-huh.

*HV1: What does his sister do to help him?

*PAR2 M: She teaches him.

*PAR1 F: She teaches him how to do... When he doesn't know how to do his homework, she helps him. She helps him do his homework and, and to read.

*HV1: Does she do something specific that you know of? [0:26:30] Just with reading, not homework.

*PAR2 M: She teaches him the word he doesn't know how to pronounce, or how to pronounce them, because he still finds words he still doesn't know how they are pronounced.

*HV1: Sure.

*PAR2 M: She teaches him.

*HV1: So then you are one of the persons, the other person would be you, right?

*PAR2 M: Uh-huh.

*HV1: Because the question is, "Are there other people in the house that can help him to read"?[0:27:01] Because the question is for you, who would be the other person? (to PAR1) You too? What do you do to help him?

*PAR2 M: The same, the same. I'm doing what I just told you. Because when I know the word, I tell him how to pronounce it, but when I don't know, I say, let's ask Child M to know how to pronounce it. [0:27:31] Sometimes he doesn't believe me when I tell him how to pronounce that word, and I tell him, "Ask Child M and you'll see I'm right". Sometimes he doesn't believe that, he doesn't believe me, like when I tell him how that word is pronounced. And then I tell him, "Ask Child M and you will see I'm right". And then he asks Child M.

(long silence)

other excerpts from home visit

*PAR2 M: He reads almost every afternoon. Although a little bit or something short, but he reads, because we know they have told him he has to read about 20 minutes daily, although he doesn't do 20, but he reads little by little. And about two or three times he does quatrains or verses.

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*PAR2 M: We don't buy him books, he brings them from school because we don't want, well, sometimes we don't have... we have limited money, we don't buy because of the money. He asks for them when we go shopping, but we only have for what we went to buy, and we don't have (money) for books. [0:12:56] Sometimes books are \$10 to \$20, and we don't have that money, we have sometimes \$3 to \$5. But he doesn't want the book we offer him, he wants the \$10 or the \$15 book.