

01-BCA

*HV1: Okay, that's all for that. That's about the first third of my questions, and what I have left are just some, some basic open ended questions. So we're interested in knowing the kinds of things that you and Child P do in your everyday routine. So if you were to think about a typical day for Child P, from the time he get up to the time he goes to bed, can you kind of walk me through what that looks like?

*PAR: Okay, it has to be on Saturday, or Friday cause during the weekday I work, he goes to school, and then he be on the computer for a little while, then it's time for homework, we do homework, then after we do homework then we read, then it's time for him to take a shower, then after the time he takes a shower, he may sit and watch TV for a little while and then it's bed time.

*HV1: Okay, great. Um, we're interested in learning more about Child P's books and his reading interests and he's showing Margaret one of his books right now. Our question is, where have you gotten most of his books from?

*PAR: From school or he might get it from, like if they have a prize he might pick out a color book or we might order him some books.

*HV1: So if the school has a prize.

*PAR: He might get one or two books or sometimes they be like, the book fair comes out and we might order him a couple.

*HV1: Okay, got it. Okay great. And, excuse me. What are some things that you do to help Child P become a good reader?

*PAR: I let him read, and then I let him tell me about the story. Then a word he don't know I tell him like pronounce it out. And then he pronounce it out and then he reads and then.

*HV1: Okay, so it sounds like you really take a backseat approach and make him to do work.

*PAR: Yeah, make him do it, right.

*HV1: Yeah, right, okay. And next question, what, if anything, do you do when you see that Child P is having a hard time with a book?

*PAR: I have, I have _____, and the ones I have, and then we might read, then he might read, we don't do it, understand it the first time, we read the book the next time until we do get it. Yeah.

*HV1: Okay, and what are some of the specific things that you do when you see that he's having a hard time?

*PAR: I pronounce the word and then I let him pronounce the word. And then we might look it up at what it means or find something around that house that pertains to that word or whatever.

*HV1: Okay, great, and you've already talked about this a little. What are some questions that you ask Child P when you talk to him about books that he's read?

*PAR: The characters, the main interests, and who are the characters and what is the, what is the story talking about and what is the main story talking about, and what the beginning, the end, and then I ask why this happens or why that happened.

*HV1: Okay, okay. And what if anything do you do to motivate Child P to read?

*PAR: He's a good reader, he'll be successful in school.

*HV1: So it sounds like praising him is one way that you motivate him.

*PAR: Yeah, because he got good, he got good report card, he was rewarded the Achievement, Intelligent, Gifted.

*HV1: Oh, AIG, gifted. You must be just incredibly proud.

*PAR: I am, he _____, I say, wow, he's _____, yeah.

*HV1: Wow, Oh goodness, if I heard my kid was AIG, I'd be so proud of them. Good for him.

*PAR: Yeah. I say we have to do some _____ he got an AIG, I tell my co-worker, I said my son made AIG.

*HV1: I bet you did! Did you do anything to celebrate?

*PAR: Not yet, but he wants an iPod for his birthday.

*HV1: When did you all find out about AIG?

*PAR: Um, one of the ladies had called at school, had called me at home, and she was like, no she sent a letter here to the house and he says, "Mom you have to sign this letter and sign it and send it back to them," and I was like okay, let me read it first and see what's going on and I was like oh wow, he's - and then I called her and was like what is this, I have to get to understanding what is the AIG thing, and she told me what it was, and then _____ his status, and he's gifted, and he's strong, and I was like ok, all right, ok, good.

*HV1: What exciting news.

*PAR: Yeah, and then that's how – then they was going to give him an IQ test, and I was like, waiting to make sure he passed it then they get him in advanced math, and then we get that, they knew that, _____ one of the two or three out of the week that he's in school.

*HV1: So you mentioned praising him to motivate him, any other strategies we should be aware of?

*PAR: Try and _____. ☺Laughter☺ That works. "Mom you say you going to give it," and I say, "_____ but you know how _____, maybe next time."

*HV1: Okay, and number seven, are there other people in the home that help Child P with reading?

*PAR: No 'cause his dad works, and then maybe sometimes his brother might, he might, _____ with his brother, they might help.

*HV1: Okay, but his brother doesn't live with him

*PAR: Now his brother isn't here.

*HV1: Okay, so we're just going to say it's you. And, how do you know if Child P has done a good job of reading a book?

*PAR: Because he, sometimes he'll tell me about the book he reads. Yeah. And then mostly now, he takes his book and give it to my grandson and tells him, sometimes he points to him and tell him what it is, yeah.

*HV1: So that's how you know he's done a good job. And what in your opinion makes a good third grade reader? So what should they be able to do?

*PAR: Read, be successful in reading _____ when you do, don't know the word, try to pronounce it, the syllables, say the syllables until you get it.

*HV1: Great, okay. And how would you describe Child P's reading skills?

*PAR: Good.

*HV1: Okay. And what, final question, what goals do you have for his reading this summer?

*PAR: Read more, probably make him write me a story about what he reads, that's it.

*HV1: Great, thanks for answering all my questions.

*PAR: You're welcome.