

01-AZC

*HV1: B. Okay, great. So those are about a third of my questions for you, and I can take that off your hands. So the questions that I have left are all open-ended. Let me just scoot a little closer to you. Okay. Okay. So we are interested in learning about the kinds of things that you and Child L do in your everyday routine. So if you were to think about a typical day for Child L from the time she wakes up in the morning to the time she goes to bed, can you kind of walk me through what her day looks like?

*PAR: She get up, and she be up before I do sometimes, and she'll play around the house. She'll do something, do – play with her nail stuff. When she _____ she playing teacher all the time. And then she'll eat breakfast and then she'll get a shower. She'll get on her clothes, and if it's too hot _____ she'll go in her room and play. And then she'll – if we ain't got nowhere to go that day, to the park or nothing, then she'll go down to her friend's _____ and play, stay down there until about 8:00 and then she'll come _____.

*HV1: 8:00 at night?

*PAR: Mm-hmm.

*HV1: Okay.

*PAR: And then she'll come back in.

*HV1: And what happens after that?

*PAR: We eat, and then she might read or sit down on the floor, put her blanket down and read some books or write or something like that.

*HV1: Okay.

*PAR: _____ some _____.

*HV1: Say that again?

*PAR: Crossword puzzle books. I'm gonna get me and her one.

*HV1: Okay, yeah. That sounds fun.

*PAR: Yeah. I'll get me one and her one, _____ I got mine and she'll go try to write in it and, you know, do it, solve the puzzle. I'll be like, "That's for me," so I'm gonna get her one.

*HV1: And then after the crossword puzzles what happens?

*PAR: She _____ TV and then she'll go to bed.

*HV1: Okay. About what time does she go to bed?

*PAR: Sometimes 11:00

*HV1: Okay.

*PAR: But on schools nights she'll _____ bed at 9:00.

*HV1: Okay. Can you tell me what a school day looks like for her, or does it kind of look the same?

*PAR: Yeah, she'll get up in the morning, she'll go to school, she'll come home, she'll do her homework before she can go outside. Then she'll read for ten minutes, then she gets to go outside.

*HV1: Okay, got it.

*PAR: _____ school.

*HV1: Thank you. And we're interested in learning more about her books and her reading interests, and she's showing (Home Visitor) one of her favorite books right now. Our question for you is, where have you gotten most of her books from?

*PAR: I get at _____ place. I can't afford _____. I can't afford to buy no brand-new _____ they real cheap. But I'll go around – like if I go to the mission, or they had these – you know, they had this stuff out, say if they have a thing _____ or at a church or something, I always try to pick her up some books –

*HV1: Kind of like a book sale or –

*PAR: _____

*HV1: Oh, like a free book fair. Okay.

*PAR: Yeah, _____ get her books like that. And she got a library card, so –

*HV1: Great. A public library card?

*PAR: Yeah, yeah, so _____ stuff from the library. Her mom will come and get her and take her to the library, and she got some stuff at the library.

*HV1: Okay. Is that how she got to be so gifted, from all that reading?

*PAR: Yeah, yes. She _____ read. She can read.

*HV1: Wow.

*PAR: Yeah, she _____.

*HV1: All right. My next question for you, what if anything do you do when she's having a hard time with a book?

*PAR: I'll try to help her read it, but usually she don't be having no hard time, 'cause when she was – they say she was above her grade reading. _____ like, "Child L, this book hard," and she like, "Nah, this is easy."

*HV1: Wow. So it sounds like she doesn't need help all that often.

*PAR: Uh-uh. No, no.

*HV1: Okay. And what are some questions that you ask her when you talk to her about books that she's read?

*PAR: I ask her was the book hard or easy, 'cause one time she had a book and I said, "This book – I know this book is too easy. Let's get a hard book."

*HV1: Mm-hmm. So you'll ask her was it easy or hard?

*PAR: Yeah. And I looked and I said, "This book is too easy for you." I try to give her books _____ she read it.

*HV1: Mm-hmm. Great, that's a great question. Any other questions you ask her, or is that about it?

*PAR: That's about it.

*HV1: Great, okay. And what if anything do you do to motivate her to read?

*PAR: Well, I sometimes _____ buy a bag _____ come home, sit down and read this book –

*HV1: A bag of what?

*PAR: _____. It's some potato chips we love.

*HV1: Oh, okay – potato chips.

*PAR: Yeah, something she loves. And I'll be like, "C'mon, Child L." I'll be like, "_____ read these books _____."

*HV1: Okay. So potato chips are a motivator.

*PAR: Yeah.

*HV1: Okay. And are there other people in the home that help her with reading?

*PAR: Uh-uh, just my son. Sometimes she don't understand something, I don't understand, I'll wait for him to come home –

*HV1: Okay, so sometimes he'll help.

*PAR: Yeah.

*HV1: And how old is your son?

*PAR: Twenty.

*HV1: Okay. And what does your son do to help when she needs it?

*PAR: He'll explain it to her, and she'll – but most of the time she _ _____ how to read things.

*HV1: Yeah, it sounds like she just needs very little help.

*PAR: Yeah, she know how to read.

*HV1: Okay. And how do you know that Child L has done a good job of reading a book?

*PAR: Because she'll come and she'll tell me like, "Grandma, I already know how to read this book," and I'll be like, "Let me see. Read it to me." And she'll read the book to me, and I'll be looking at it _____. That's how _____.

*HV1: That's great. Okay. And in your opinion what makes a good third-grade reader? What should they be able to do?

*PAR: Read on the third grade level, not above, and you got to _____ practice, practice, practice, and make them read.

*HV1: Okay, great. And my last question for you, what are your goals for Child L's reading over the summertime?

*PAR: I want her to _____ go down to the library, I'm gonna tell her, "Pick out" – she gonna read them paperback books, so I'm gonna try to get some of them.

*HV1: And when you say paperback, do you mean like chapter books?

*PAR: Yeah. She can read – one time they gave her one and she read it, and she read the book all in one day. I'm like, "Save some for tomorrow, Child L!" She'll read it all in one day.

*HV1: Do you call her Child L for short? Yeah.

*PAR: Yeah, I call her Child L.

*HV1: I've never heard the name Child L. That's nice. And how long have you been taking care of her?

*PAR: I've had her since she was two.

*HV1: Okay, okay. So I interrupted you – I'm sorry. What goals do you have for her summer reading?

*PAR: _____ read more, and I'm gonna let her be reading over the summer so when she go back to school – she already know how to read – she'll be _____.

*HV1: So I heard you say getting her some chapter books at the library.

*PAR: Yeah, I'm _____ and we're gonna go down there, catch the bus down there. We're gonna go down there, _____ library after 2:00 and then we'll come back.

*HV1: Fortunately it's not too far, I mean by bus – yeah.

*PAR: Yeah, we'll take the bus _____.

*HV1: Good. Well, those were all my questions for you. You've been really helpful. Thanks for answering them. And the child portion always takes a little bit longer than the parent portion, so we've got a little extra time. So we can use this time to get your gift card done.