

01-BBU

[0:01:35] I thank you again for your time with us, because you really have to take time from your busy routine. Um, I will start asking you the questions. We are interested in knowing the activities you do with your third-grade child in your daily routines.

[0:02:05] Please tell me about a typical day for Child N from the moment he wakes up until he goes to bed, as much as you can remember.

PAR1: Well, he wakes up and gets ready for school.

[0:02:30] Then he brushes his teeth. And has breakfast. And then he comes back from school. And he comes to watch TV. And when he remembers, he starts doing homework. And after he does homework, he watches TV for a while. And then he goes to sleep till the next day for school [sic].

[0:03:05]

HV1: Okay. Very good. We are also interested in the books that Child N [ph] is interested in reading. Ah, Child N is showing (home visitor) some books at this moment, as you can see. Where did your son get most of his books?

[0:03:34]

PAR1: Um, some we have purchased and others he gets when we go to church to pick up clothes.

HV1: They are donated.

PAR1: Yes, they are donated.

HV1: From church.

PAR1: Ah-hah.

[0:04:00]

HV1: From where else?

PAR1: We buy them.

HV1: Where do you go to buy them?

PAR1: Um, well... in a... in Walmart.

[0:04:29]

HV1 Okay. Yes. Very good. What are some of the things you do to help Child N become a good reader?

PAR1: Well, (indiscernible). He doesn't understand Spanish, the alphabet... um, the vowels...

[0:04:58]

HV1: What do you do, for example, to make sure he has time to read during the day?

PAR1: Well, I don't do very much (laughter).

HV1: Uh-huh. Okay.

PAR1: During the day I don't pay much attention to his reading. He doesn't like it very much. I have to keep telling him.

HV1: Okay.

PAR1: I mean, he doesn't grab his books to study, no.

[0:05:33]

HV1: What do you tell him?

PAR1: I tell him to pick up the book and study. No, he doesn't want to.

HV1: Okay. And, and can you tell me... a little while ago you were explaining to me about the alphabet, right?

PAR1: Uh-huh.

HV1: Do you do something for him to learn the meaning of new words?

PAR1: Yes, I do.

HV1: New words. In Spanish, you told me.

PAR1: Yes, in Spanish, because I don't speak English.

HV1: Okay.

PAR1: Yes, I taught him in Spanish, but he already knows all of them. And the vowels too.

[0:06:06]

HV1: The words. And do you do anything special to improve his understanding of reading, of what he reads? Not only the words, but everything he.. if it is a story, that he understands the story, that he?

PAR1: Yes, when he studies the book and I ask him afterwards if he understands what it means.

HV1: You ask him?

PAR1: Yes, if he knows what it means, and he does.

[0:06:30]

HV1: Okay, you ask him and he knows.

PAR1: Uh-huh.

(rustling papers)

HV1: What do you do if he has difficulties reading a book, a story, or anything?

PAR1: Well, the only thing I tell him is to mark it, because I don't know.

HV1: To mark the book.

PAR1: Yes, to mark where he doesn't understand that word, and

[0:07:01]

HV1: And do you look it up, or not?

PAR1: No, because I can't help him, I don't know English.

HV1: Oh, because the reading is in English.

PAR1: Yes, and what I tell him is to mark it and ask the teacher.

HV1: The teacher.

PAR1: Yes.

HV1: You were telling me you ask him questions. What kinds of questions more or less do you ask him when, when, after he reads something?

[0:07:32]

PAR1: Um, like questions about the book, about what he is studying. Because he tells me what he studied, and I ask him, "What did it mean, the page you studied." And he knows the parts he has studied, but I

HV1: And what do you ask him?

PAR1: Huh?

HV1: What do you ask him?

PAR1: Um... (long silence)

[0:08:02]

HV1: If you don't ask him anything, that's okay, you don't ask him.

PAR1: No, (laughter) I don't know, I just ask him about the page he studied, and he answers me.

HV1: And do you do any specific thing to motivate him, you know, to motivate, to make him want to read more?

PAR1: Ah, yes.

HV1: Do you do something, I don't know, do you do something specific?

PAR1: Yes.

[0:08:31]

HV1: Like what?

(long silence)

[0:09:00]

PAR1: You mean like?

HV1: To motivate, make him want it more.

PAR1: Well, I change the word, but the only thing is that I start a conversation with him in Spanish, because I can't converse in English, and um, like he wants to learn more Spanish, when he says any word, what it means.

[0:09:34]

HV1: Okay. Is there any other person who helps him?

PAR1: With homework?

HV1: At home, that can help him read?

PAR1: Only if I understand it a little bit. I don't know if?

HV1: Are there other people who help him?

PAR1: No.

HV1: Here at home?

PAR1: Uh-uh.

HV1: No.

PAR1: Uh-uh.

[0:09:58]

HV1: How do you know if he, he underst, if he does a good job when he reads a book?

PAR1: Uh... That I know how?

[0:09:58]

HV1: If... How do you know if he understood the book?

PAR1: How do I know if he understood the book?

HV1: If he did a good job, if he... Exactly.

PAR1: Um...

HV1: How do you know if you... if your son did a good job when he read the book?

PAR1: Well, I really don't know, because...

[0: 11:05]

HV1: Okay. Well... no...

PAR1: I don't understand the question very well.