

01-AVP

*HV1: That was the first part of the conversation. The next one I have a sheet like that with the questions and answers. It's going to be really open-ended questions -- again there's no right or wrong answer; I'm not expecting you to say anything special and I'm not going to be writing anything actually this time. So we're interested in knowing the kinds of things that you and Child J do in your everyday routines. Tell me what you do every day for Child J from morning to bedtime as well as you can remember.

*PAR: Okay he have a book under there as well if he looking for one. But he gets up in the morning, he gets his chores done before he go to school, he do the typical brush his teeth, wash his face. He go to school, he leave about 8:15, gets home about 3:55. He give me all his homework. He get his homework together. I usually let him do his homework; if he have questions he'll come to me and ask me. Then if some problem's wrong we'll go over it and correct his mistakes. He'll take a shower, he'll read, he eats dinner, it's time for bed.

*HV1: A busy day. We're also interested in learning more about Child J's books and reading interests. Child J's showing her some books right now; where did he get most of the books from?

*PAR: I think he still have two from last summer through the reading program.

*HV1: You say the same reading program as this one?

*PAR: No, it was another one. It was a reading program that they gave to the kids at school who frequent the library often. And yeah, but I think most of them were bulk from the stores, _____, "I like this one," and I'll go, make sure it's able for him to read and then he'll get it.

*HV1: When you say stores, you bought books for him?

*PAR: Mhm.

*HV1: And what are some of the things that you do to help him be a good reader?

*PAR: Sound out his words, not rely on the pictures as much because if it's a picture book he'll look at the pictures instead of try to sound out the words. So I didn't tell him how cover the

syllables to sound them out if the word is too big and he's getting intimidated because it's too big, kind of like cover some of the words to sound out all of the letters. So he won't look at all of the letters and try to jumble them all together. Just like parent I tell him to cover all of it except the P and pronounce the P and slide down to the A and go from there. I'll try to like cover the pictures if it's a picture book so he won't focus on the picture; he'll focus on the words. And basically just try to slow down and sound out the word.

*HV1: Do you do anything for him to make time for reading?

*PAR: I do. I limit how much he watch TV and tell him, "You can't watch TV until you read this and tell me what happened," who is in it and things like that. If he can't do that then I'll pick another book say read this one. So my main thing is limiting his TV watching until he gets the book out of the way.

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

*PAR: Hmm?

*HV1: What are some of the things that you do to help him understand what he reads?

*PAR: If it's not a picture then I'll let him read it and then I'll ask him, "Did you understand what you just read?" And if he say no I'll break it down like what this happened, what that happened, and then this is what happened, why that happened. I kind of like break the story down to him if it's not explained in the picture so he won't be lost in the story.

*HV1: What if anything do you do to help him learn the meanings of new words?

*PAR: One, do he understand the word. If he say no then I'll give him an example, like if he didn't know what -- trying to think of something -- if he didn't know what a candle wax was and I asked him do you know what candle wax is he'll say no and I'll break it down to him, "Well candle wax is what they make candles out of." And he _____, say, "Okay," and then we'll read some more and I'll go back and ask him, "Well do you know what candle wax is?" And he like, "Yeah, that's what they make candles out of," to make sure it stuck.

*HV1: What if anything do you do when your child has a hard time with a book?

*PAR: For one I ask him what _____ he go through the books but he get to the point where he, "I'm done," but I _____ like reading along so I hear when he starting to hit that stumbling block, or something like that and I ask him I'll be like, "Hold on, are you having problems?" He be like, "Yes," I be like, "Okay, what are you having problems with?" And he'll point to it and I'll be like, "Okay, read it to me and read it to me slow," and if he gets stuck like that then that's when I step in and be like, "Okay we gonna sit and break this down and go from there."

*HV1: What are some of the questions that you ask him when you talk about books that he has read?

*PAR: Who were characters in the books? What took place at the beginning of the book? What took place in the middle of the book? How did I end? Why did that person do this? Who was it by? Things like that.

*HV1: What if anything do you do to motivate him to read?

*PAR: It'll be where on the weekends -- well it's like with all the kids on the weekend if they do good the whole week then it'd be like this is a weekend, it's Saturday, we gonna go do something. It's like an incentive to do it, or either it'd be like if he got a hard book on Monday and it took him to Wednesday to get through it then I know he struggle with it but he got through it with no, not getting upset or whatever then okay, we go get ice cream because you know you did it, didn't give up, didn't get discouraged then we'll go get ice cream or whatever.

*HV1: Are there other people here that help him with reading?

*PAR: Mhm.

*HV1: And who is that?

*PAR: He has two older sisters and an older brother.

*HV1: How old are they, the sisters?

*PAR: One sister's 15, the other sister's 12 and the older brother's 12.

*HV1: So he's the youngest one out of the four?

*PAR: Yeah.

*HV1: Do you know what they do to help him?

*PAR: His other brother put him -- he'll give him ____ books like the Spider Man books and all this and that will grab his attention then I've heard him say, "Well just imagine you're Spider Man? What would you do?" Thing like that. He'll sit there and help him read and he'll be like, "I don't understand it" and I hear him explaining to him, "Well, this is what Spider Man do" and things like that. Same thing with the girls, they do the same thing too.

*HV1: How do you know if Child J's has done a good job reading a book?

*PAR: Because he can get done with it quick and he'll have like a big smile on his face like, "I did it" without messing up the words or anything. But his whole facial expression shows it, like from probably mid-book to the end he'll be like, "Yes, I did it."

*HV1: What do you think makes a good third grad reader?

*PAR: Determination. No matter how hard the book is if you have determination you won't give up on it. I just feel that makes any type of reader -- excuse me --

[Off mic conversation]

*HV1: How would you describe his reading skills?

*PAR: He still struggles with a lot, especially if he gets nervous or he gets discouraged but he still struggles with reading.

*HV1: Anything else?

*PAR: Mm-mm.

*HV1: What roles do you have for Child J's reading this summer?

*PAR: To possible get him back on grade level with his reading because I'm not exactly sure when he's hear with me and he's reading he's reading, he'll have his stumbles but he'll get back on it. But when he's in school it's like a totally different thing. He's having difficulty reading so I'm not exactly sure why.

*HV1: After he comes back to school in the fall?

*PAR: Not even that. It's like when he does his homework here he'll sit and read and he'll stumble over a couple words but he'll pick himself back up. But when he goes to school the next day and they pull him out for reading it's like he have more problems, he stumbles a lot more and I'm not exactly sure that's the difference between here and there.

*HV1: That's everything as far as _____ and his reading. Are you guys ready? Oh really, good timing. Thank you. What's Child J's date of birth?