

01-AAG

HV05: I will begin. We are interested to know what do you and your 3rd grade child do in your daily routine, tell me please about a typical day of Child J since he wakes up until bedtime, the most you can remember.

[00:08:58.15]

PAR: A typical day?

HV05: Uh-huh

PAR: I do not know, I do not understand the question.

[00:09:07.28]

HV05: I am going to repeat it. We are interested to know what do you and your 3rd grade child do in your daily routine, tell me please about a typical day of Child J since he wakes up until bedtime.

PAR: Can it be a weekend, a Saturday?

HV05: A typical day

PAR 2: He goes to school

[00:09:33.23]

PAR: Yes, he gets up early at 7:30, he goes to school, he comes back, eats, does homework, goes to play outside, he returns inside, he takes super and goes to sleep.

HV05: Ok, we are interested in learn more about the books that Child J reads and his reading interests. Child J is showing her some books right now. Where did he acquire most of those books?

PAR: We bought them for him

PAR 2: But the question is how do you acquired them

HV05: No, where those books were acquired?

PAR 2: Some of them were acquired from the school in the book fairs.

PAR: Uh-huh, in the book fair in the school. We also buy him books in stores and libraries

HV05: Ok

HV05: You told me that he goes to the library, the public library, he bring books from there?

PAR: Yes, from the library too.

HV05: Book fairs too

[00:11:05.29]

PAR: The library

HV05: And were those fairs take place?

PAR: In the schools

HV05: Ok, (Inaudible) and you bought him the other ones, and the ones you acquired in the library

PAR: Uh-huh, he also brings books from the library

HV05: Is there any other persons besides you two who buy him books, like an uncle for example? Or you are the only ones?

[00:11:32.18]

PAR: No, only us, the parents.

PAR: Only us the parents

HV05: Ok, which are some of the things you to help Child J to become a better reader?

PAR: What do I do? I buy him books, books that he likes, I buy them, so that he reads them and to make him understand that he must read.

HV05: Can you tell me a little more?

PAR: Uh

PAR 2: Something that you do to make him read, to encourage him to read.

HV05: Exactly

[00:12:28.04]

PAR: I take him to the library to take books, because in the library they have variety of books, adventure, animals and many things, the library is where we can find more. All kind of books.

PAR 2: One of the things is that they take their time to choose the book that they want, to read it here.

PAR: Yes, we take our time there. The library lends you the books for several days.

HV05: Do you do something to help him to read better the words, learn the meaning of new words, for example?

PAR: For example, when he is reading and there are words that he does not understand, I make him to write the words that he did not understand.

HV05: By separate

[00:13:23.17]

PAR: By separate, in a note book that he has here, he writes them and he tries to read them to learn more, or he looks for them in the dictionary or in the computer to learn more.

HV05: In the beginning you told me that he has difficulties to understand what he is reading

PAR: Yes

PAR 2: He reads very fast, but he does not really understand what he is reading

PAR: Uh-huh

HV05: Do you do something in particular when you see that he is reading but he does not understand

[00:14:04.29]

PAR: Hmm, I make him to read the text again, because I ask him questions and he takes too much time to answer them, so...

HV05: Which kind of question?

PAR: Such as what is the title of the book, the author, what was the book about. Name of some person, name of the characters in the book, or what did he understood.

PAR 2: What did some character said?

[00:14:34.12]

PAR: What did he understood from the reading, which character he liked the most in the book, what was the reading about, and if I see that he takes too much time answering me, I make him to read the book again

PAR 2: Not the entire book, depending on the book,

PAR: Of course, depending of the book, in small sections

[00:14:59.11]

HV05: Ok, and what do you do to ensure that he has time in the day, that is, that he has time to dedicate it for reading?

PAR: What do I do?

HV05: What do you do... there is no specific answer for this question, simply...as he has all his days busy, he wakes up, he eats dinner....

PAR: Oh, he has to read daily.

[00:15:31.16]

HV05: do you tell him to?

[00:15:32.29]

PAR: Yes I tell him that he must read because otherwise I do not let him to go to play outside until he finishes his homework or his reading.

HV05: Are there other persons who help him to read?

PAR: His brother.

HV05: Uh-huh, and what does his brother do to help him?

[

[00:15:54.22]

PAR: He reads with him, sometimes those books that he likes, such as the Diary of that kid, this one, the two of them like it, the girl also reads and they both talk about it.

HV05: How old is the brother?

PAR: Eleven

HV05: Eleven, and the girl?

PAR: Eleven, she is the girl.

HV05: Oh she is the girl.

PAR: She is the girl he only has one sister.

HV05: OK

PAR 2: They also read, he was born here and she was born in Mexico, so she reads and talks him mostly in Spanish, so she teaches him sometimes Spanish

PAR: That is one of the ways he learn

HV05: I will put this here. How do you know if Child J has done a good job after reading a book?

[00:16:58.12]

PAR: How do I know?, because when I ask him he tells me the answers correctly, that means he read well, that he liked the book, because when he does not, he does not answer anything.

HV05: What does a good third degree reader? What is a good reader capable to do?

[00:17:31.20]

PAR: Of third degree? He must know how to read better, right? And must comprehend what he is reading, because he is on a higher grade, when he was in first grade it was harder for him, in second grade it was hard for him to express himself, and now he does better,

[00:17:56.20]

PAR 2: Yes, he used to read always very fasts, we have teach him the exclamation marks, punctuations, all of that. We explain him what a narrator is we tell him what he must said "Look what I am doing here" for example or that certain character said this and that . They told us in school that we teach him in that way and we try to explain him the exclamation mark when he has to raise his voice, we tell him that he must raise his voice, or when a character raise his voice, or when it is question mark. Things like that.

PAR: We try to explain him to read according the book, the expressions of the person who is talking in the book, when the person is thrilled or when the person is sad, I try to make him read as if he is living what is happening in the book, the story, that is what we tell him, he must feel what he is reading in the book, not just reading the book, but to feel what he is reading.

PAR 2: As if he is who is telling the story

[00:19:28.18]

HV05: Uh-huh

PAR: The one who wrote the story

HV05: How would you describe Child J's reading skills?

PAR: What? I did not understand the question

HV05: How would you describe the reading skills of your child?

[00:19:52.12]

PAR: I think they are better.

HV05: Can you elaborate a little more on that?

(Laughter)

[00:20:08.13]

PAR 2:: The skills, well, he must read, (Laughter), he begins with the author's name the book's title and we always tell him that if it is a big book he must read only one part, two or three pages per day and as we told you, we instruct him not to read the whole book in one day, he must read it one part at a time so that he can understand it. Now, as I was telling you, they recommended in the school that we pay attention in that he understands what he reads, that is what he does now.

HV05: What objectives do you have for the child's reading in this summer?

PAR: Which objectives?

HV05: Uh-huh

PAR: He must improve, he must understand better what he is reading, his level must improve better than it is now, that is what I expect this summer, he must read a little better, so that next year he does better, with better grades.