

01-BFB

HV1: One of the things we are interested in learning about you and Child Y is about your daily routines. Okay? Please tell me, as much as you can remember, about a typical day for Child Y from the moment she wakes up until she goes to bed.

PAR: Excuse me, what did you say?

[0:10:05]

HV1: If you can tell me, as much as you can remember, about a typical day for Child Y, from the moment she wakes up until she goes to bed.

PAR: So just like?

HV1: The daily routine?

PAR: The daily routine.

HV1: ?from the... She does this, and this, and that...

PAR: Well, as you see, since she goes to school, she wakes up, brushes her teeth and combs her hair. When she is ready she tells me, "Mom, let's go". Um, that is her daily routine.

[0:10:40]

HV1: Uh-huh, and then?

PAR: Uh-huh, and then when she gets home from school she tells me, "Mom, I want to eat". And that is also part of her daily routine. And then, as I told you, I take her out to play for a while. And in the afternoon, that's all. Then she comes, takes a bath, watches TV for a while and goes to bed.

[0:11:08]

HV1: Another thing we are interested in learning is what kinds of books she likes to read. She is showing (home visitor) some of her books. Where did she get most of her books?

PAR: Well, they gave her those books at school. Those books she has they just gave her at school. And?

HV1: They gave them to her, or are they from the library?

PAR: No, they gave them to her at school.

HV1: Uh, okay.

PAR: Uh-huh. They gave her like six or eight books. They gave them to her.

[0:11:45]

HV1: From somewhere else too, or?

PAR: What?

HV1: From somewhere else... the book she has, or?

PAR: From school, and sometimes I buy her books, like... we go out to, like to the garais[sic] , sometimes I bring her books from

HV1: The garage sales?

PAR: Uh-huh.

HV1: Or yard sales.

PAR: Yard sales.

HV1: Yard sales.

PAR: Uh-huh. I find them there and I bring her books.

[0:12:29]

HV1: What are some of the things you do to make her a better... a good reader?

PAR: Like for her to be a good reader? Well, I motivate her to pay attention in school so she can move forward and so she doesn't flunk, I encourage her a lot to pay attention and to work hard to ace her tests, now that she just had a test. Uh-huh.

[0:13:03]

HV1: What do you do to help her, for example, to have time to read?

PAR: To have time to read? Well

HV1: If you do anything.

PAR: What?

HV1: If you do anything.

PAR: No, as I told you, she gets out of school at four and she has time to do her homework, and when she finishes her homework she reads her books if she has time to read the books.

[0:13:38]

HV1: What do you do, if anything, for her to learn the meaning of new words?

PAR: Um, new words? Well, I tell her to pay a lot of attention to learn new words, and then I start telling her what new words she has to say. Because she understands very little Spanish. Uh-huh. And then I teach her to say the new words she should say.

[0:14:19]

HV1: Do you do anything to help her read new words better?

PAR: Well, yes. I do help her.

HV1: What do you do?

HV1: Well. For example, I grab a book with things in Spanish and I start reading to her. Uh-huh.

[0:14:48]

HV1: If you do something, what do you do to help her understand what she reads?

PAR: If she doesn't understand what I am reading to her, she asks me and then I explain it to her what it says. Uh-huh.

HV1: What do you do when she has difficulties reading a book?

PAR: Uh... together. I tell her if she doesn't understand what she reads, we will read it together. And then she reads with me. Uh-huh.

[0:15:22]

HV1: And what is one of the questions you ask her when you talk with her about books?

PAR: These books that she reads or the ones I showed you?

HV1: No, any books she reads in general.

PAR: Well, when she reads her books I ask her and she starts explaining what it is about, about a teacher and another teacher, and the book said one was good and the other was bad, she was a witch?

HIV: (laughter)

[0:16:01]

PAR: And that the witch made them work hard, and she didn't feed them, and the children cried. That's what I asked her about it.

PAR: And what do you do to motivate her to read?

PAR: Well, I motivate her to read so in the future she becomes a teacher, because she says when she grows up she wants to be a teacher.

HV1: Uh-huh.

PAR: Uh-huh.

HV1: What do you do, do you do any specific thing to help her?

[0:16:31]

PAR: Yes, well, I tell her to learn to read so he learns and moves forward so she knows all the book says. Uh-huh.

HV1: Is there anyone else in the house to help her read?

[0:16:57]

PAR: No.

HV1: Just you.

PAR: Just me.

(rustling papers)

HV1: How do you know if Child Y has done a good job reading a book?

PAR: Because they always give her diplomas at school and she shows them to me, the diplomas they give her for... that say that she reads very well. Uh-huh.

[0:17:30]

HV1: How would you describe her reading abilities?

PAR: What?

HV1: How would you describe her reading abilities?

PAR: Um... good, very good. Yes.

HV1: Could you give me an example, something specific?

PAR: Um, well, I like her behavior in school, because always when I go to school her teacher always tells me a lot about her, that she does excellent in school. Uh-huh.

[0:18:09]

HV1: What are your goals for Child Y this summer regarding reading?

PAR: Well, that she learns more and to move forward so she learns to read better.

HV1: Well, that's all.

PAR: Yes.

HV1: Now we will have the conversation together jointly with her.

[0:18:38]

PAR: Uh-huh.

HV1: This is yours, as not to confuse you.

(long silence)

[0:19:26]

HV1: (to CHI and HV2) Are you guys ready? Okay.