

01-ANA

\*HV1: Okay. Alright. That's the first set of questions. So we're interested in knowing the kinds of things you and your third-grader do in your everyday routine. So tell me about a typical day for Child A from morning to bedtime, as well as you can remember.

\*PAR: Well, in the morning, she gets up to school – go to school. She comes home. She gets a snack. She does her homework. If the weather's feasibly, she might go outside with her friends for a little while. She eats dinner.

She might read or do some type of schoolwork. Then she takes a shower and gets ready for bed. And she might read a book and fall asleep.

\*HV1: Okay. And we're interested in learning more about your child's books and reading interests. So Child A is outside showing (Home Visitor) some books. Where did you get most of her books from? So from the school library? The public library? Did you buy them? Did someone else give them to her? Or did the school give them to her?

\*PAR: The ones she got here were a gift. And mostly, I buy 'em.

\*HV1: Most of – you buy? Okay. And what are some things that you do to help Child A become a good reader?

\*PAR: Try to explain to her what – to grasp the meaning of what she's reading, to understand what she's reading, to \_\_\_\_\_ what it's saying. It means more to that – try to get her to comprehend the content of what she's reading.

\*HV1: Right. Okay. And what, if anything, do you do when your child has a hard time with a book?

\*PAR: Try to break it down into some type of syllables. Try to break it down for her – she's got to comprehend the beginning, the middle, and the end.

\*HV1: Right. Okay. And what are some questions that you ask your child when you talk about books that she has read?

\*PAR: What does she understand about it? What she didn't understand about it. What did she gain from it? How did it affect her with her personal life? What enjoyment it gave her. Or would she read the book again.

\*HV1: Okay. Okay. And what, if anything, do you do to motivate Child A to read?

\*PAR: Nothing really. Child A just picks up on it. It's just always, constantly telling her, "Do your homework or go read a book." You know? "If this is what you want to be, you need to do this."

\*HV1: Right.

\*PAR: You know? So it's just – she's self-motivated. You know what I'm saying?

\*HV1: Right. Okay.

\*PAR: You know that \_\_\_\_\_ to force her to read. You don't have to force her. You know sometimes you might have to stay on top of her on her concentration, and focus in on what you're doing.

Because she'll do what she can do in math, and then all of a sudden, she'll stop and do this.

\*HV1: Right.

\*PAR: So you have to keep her focused on what she's doing.

\*HV1: Right. Okay. And are there other people in your home that help Child A with reading?

\*PAR: My wife. My daughter. My self, when I get the time.

\*HV1: And what do they do to help?

\*PAR: Probably listen to her. Read to her. Explain things to her – what she's reading. You know? Probably tell her what – correct her on some words she might say wrong. Or give her understanding on some words. You know?

\*HV1: Uh-huh.

\*PAR: Because some words, she may – in other words, she might say a word, but she may want to know what it means –

\*HV1: Uh-huh.

\*PAR: To help her with reading.

\*HV1: Okay. And how do you know if your child has done a good job reading a book?

\*PAR: By the way she – once I read to her – when she explains it to me.

\*HV1: Uh-huh.

\*PAR: If she's focusing in on what it's really saying. Or if she's just saying something out of the great blue sky.

\*HV1: Right. Right. Absolutely. Okay. And what makes a good third-grade reader? And what should a good reader be able to do?

\*PAR: Practice. Constantly read. Regardless of what it is, just read.

\*HV1: Uh-huh.

\*PAR: You know? Just motivate her to read, read, read. Again, once they get that concept, it'll carry on with 'em through life. You know?

\*HV1: Okay.

\*PAR: I don't try to push it on her to read like it's a chore, like it's a burden on her.

\*HV1: Right.

\*PAR: I tell her to read for enjoyment.

\*HV1: Right. Absolutely. Okay. And how would you describe your child's reading skills?

\*PAR: I would say she's \_\_\_\_\_. I'd say satisfactory. I'd say she's more up on a fourth grade, closer to fifth grade level of reading.

\*HV1: Okay.

\*PAR: Because on the end of grade test, she was like seven points away from being a 4.

\*HV1: Okay. Good.

\*PAR: You know? About eight, nine points away from getting a 4 in math. So she's – she did real good. You know?

\*HV1: Yeah. That's great. And what goals do you have for your child's reading this summer?

\*PAR: To keep her focused on going to this other school. So don't let her – what she learned die down. Try to keep her motivated.

\*HV1: Right.

\*PAR: You know? Try to keep her as smart as she \_\_\_\_\_. Pretty soon, she's got to go back to school, so I'm trying to get her to read more on this level.

\*HV1: Uh-huh.

\*PAR: You know? Okay. "You're gonna read? Just read – just go to the next level."

\*HV1: Right. Okay. So that's good. So we're just gonna wait for them to finish up.

\*PAR: Okay. So that's it?

\*HV1: Yes. That's all the questions for you.

\*PAR: Alright.