

01\_AXG

\*Open-ended interview\*

\*HV1: Okay. We are done with the first half, the other part, um, I repeat, there are no right or wrong questions [sic] and I won't take notes, it is open questions, you talk as much as you want.

[0:10:0] Um, so we'll start the second part. We are interested in knowing what you and Child G do in your daily routines. Please tell me as much as you can remember about Child G's routine from the time he wakes up until he goes to bed.

\*PAR1 F: A typical day?

\*HV1: A typical day, from the moment he wakes up until he goes to bed.

\*PAR1 F: For example, when he goes to school or when he is home?

[0:11:01]

\*HV1: A typical day, let's say, let's say today.

\*PAR1 F: Today. In the morning he goes to school, he comes back from school, eats something, then goes out to play with his friends, comes back to bathe, eats again, and goes to bed around ten. Uh-huh.

[0:11:30]

\*HV1: Okay. We are also interested in learning about Child G's books, the books he has, and his reading interests. Child G is now showing Erika [ph] some books. Where did Child G get most of his books?

\*PAR1 F: We have bought some, others he bought at school, others he got from his friends, or?

[0:12:05]

\*HV1: From school you mean from the school library?

\*PAR1 F: No, from what they call the book fair.

\*HV1: Book fair?

\*PAR1 F: Uh-huh, the book fair, he got them there.

\*HV1: The school book fair.

\*PAR1 F: Uh-huh.

\*HV1: Where else?

\*PAR1 F: Others?

\*HV1: You said from friends?

\*PAR1 F: Uh-huh, some were given by friends?

\*HV1: A friend gave it to him.

[0:12:32]

\*PAR1 F: Uh-huh. Yes. And others we bought them, and like that.

\*HV1: And you have bought others for him.

\*PAR1 F: Uh-huh.

\*HV1: So some from the book fair, others were given by friends, and you have bought the others.

\*PAR1 F: Uh-huh.

\*HV1: Okay. And what are some of the things you do for him to become a good reader?

[0:13:04]

\*PAR1 F: What I do?

\*HV1: Uh-huh.

\*PAR1 F: Well, honestly, not too much. Not much really, and that is what I think. For him to read, we have to be on top of him, tell him, "Come on, let's read, sit down and read", because if not he won't read. He says he doesn't like it, he doesn't like to read. The teacher told me that, "Yes, he doesn't like to read". There are books he likes, like the ones about hurricanes, tornadoes, and those we pick them at the bookstore [sic]. [0:13:35] And some others he likes a bit more is what we sometimes get from the bookstore [sic]. But yes, it is hard for him, he says he doesn't like it. He doesn't like it, period.

\*HV1: You do something so he has time to read?

[0:14:05]

\*PAR1 F: Only, like I told you, not every day but sometimes, for example he plays, comes home and eats, and before bedtime we read a bit. Uh-huh.

\*HV1: You do something so he learns the meaning of new words?

[0:14:29]

\*PAR1 F: Yes, when he doesn't understand I try to explain what it means. Uh-huh.

\*HV1: Like for example?

\*PAR1 F: For example, um, uh, how can I say it? Um, well sometimes he'll ask anything, like uh, um... Well, besides... related to books, well he tries to understand it when we read books that I read or he reads, um, but words that we... that are written in a different way, that is when he gets confused, and that is when we explain him that it is the same but written differently.

[0:15:28]

\*HV1: What do you do, if anything, when he has difficulties reading a book?

\*PAR1 F: What did you say?

\*HV1: What do you do, if anything, when he has difficulties reading a book when he reads a book

\*PAR1 F: What he does?

\*HV1: No, you.

\*PAR1 F: Or what we do? Um, when he reads and reads fast and, well, I don't know much English, so, but, we try to pronounce more or less the letters the words. And when we read in Spanish it is more, more better [sic] [0:16:07] Because that way we can help him better. Uh-huh.

\*HV1: And what are some of the questions you ask Child G when you talk about books he has read?

\*PAR1 F: Um, what was the book about, and what happened at the beginning, later and at the end.

[0:16:32]

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

\*PAR1 F: Um, as I told you, he says doesn't like it, but I tell him, but we have to do it because you need to... and he says, well, you read, and I tell him, no, you read, because you are the one who needs to learn for school. Uh-huh.

[0:17:02]

\*HV1: Are there other people at home who help him read?

\*PAR1 F: No, just me.

\*HV1: Only you.

\*PAR1 F: Uh-huh.

\*HV1: How would you describe Child G's reading skills?

\*PAR1 F: Like from one to five, one to ten, or how? Or little, medium?

[0:17:31]

\*HV1: As you, as you wish.

\*PAR1 F: What can I tell you? Um, medium.

\*HV1: More or less.

\*PAR1 F: More or less.

\*HV1: And what is your method for his reading in summer?

[0:17:54]

\*PAR1 F: Well, I would like... or even maybe summer schools that could help him with reading, now that he is going to the fourth [sic]. Um, put him in a, um, summer school. Uh-huh.

\*HV1: How do you know if he's done a good job reading a book?

\*PAR1 F: How do I know?

\*HV1: Uh-huh.

\*PAR1 F: Well, like when I read, and if he read, I ask him what the book was about. Uh-huh.

[0:18:35]

\*HV1: You ask him questions.

\*PAR1 F: Uh-huh. I ask him questions.

\*HV1: Okay. Well, this was our part. Now he is reading... or he finished. [0:18:58] So the last part of this interv<sup>2</sup> of this visit is an activity we will do together, with Child G.