

01-BAF

\*HV1: Okay. 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 M, from morning to bedtime, as well as you can remember.

\*PAR: Okay. She's definitely not a morning person. Definitely not a morning person. So on a school day, we usually get up, have breakfast and prepare for school. I usually drop her off at school. Go to work. Pick her up around 5:00-ish in the evening.

If she has homework, we'll usually do our homework after dinner. And normally, if she doesn't have to read for school, I'll have her read for 30 minutes on her own. But if she is having to read for school, then I won't make her read anymore.

\*HV1: Uh-huh.

\*PAR: Normally, after all homework is done and reading is done, she can watch TV – usually, I'd say, between an hour and an hour and a half, depending on what the homework is like. Prepare for bed. And then she's usually in the bed by 9:00.

\*HV1: Okay. And we're interested in learning more about your child's books and reading interests. So right now, Child M's in there showing (Home Visitor) some books.

So where did you get most of her books from? So would you say the school library? Public library? Did you buy them? Did someone else give them to her? Or did the school give them to her?

\*PAR: Most of her books that she has, I've bought. I've bought quite a few through their book fairs.

\*HV1: Uh-huh.

\*PAR: I usually kind of load up when they have book fairs.

\*HV1: Okay.

\*PAR: And then kind of different stores, if we're out and about, and something has come out that she wants. Then if we see it, we'll get it from the store.

\*HV1: So you would say you've bought most of them?

\*PAR: Uh-huh.

\*HV1: Okay. What are some things you do to help your child become a good reader?

\*PAR: I think the most important thing is having her read on a consistent and regular basis. And I try to emphasize how important – because sometimes I know she's got to read for school, and then I make her read at home. So she can get kind of burnt out from having to read.

But I just try to stress the importance of reading. And when I make her read, I usually let her read what she wants to read, so she's able to choose what – so she's able to have a say in what she's reading, and hopefully she'll get more enjoyment.

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

\*PAR: Usually, if she has questions about words, maybe what certain words mean or how to pronounce something, she'll ask me. So we'll talk about what something means.

Since she's picking out the books, she's pretty good about picking things out that are kind of right on par with where she is.

\*HV1: Right.

\*PAR: If she's having a hard time with something, I definitely try to encourage her to kind of push through. And I would be a little bit more hands-on, as far as sitting down with her as she's reading, if I find she's having difficulty.

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

\*PAR: So we talk about who the characters are in the book. We talk about what has happened. We sometimes relate things from what she reads to things she may have experienced.

\*HV1: Uh-huh.

\*PAR: I think that's pretty much it, as far as how we kind of break a book down.

\*HV1: And what, if anything, do you do to motivate your child to read?

\*PAR: Over the summers, she participates in the summer reading with the County Library.

\*HV1: Okay.

\*PAR: So they get treats for turning in their calendars that show that they have read.

\*HV1: Right. Okay. Are there other people in your home that help your child with reading?

\*PAR: No.

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

\*PAR: I can usually tell from our discussions. A lot of times, I don't have to necessarily ask her about a book she's reading. She'll tell me about something that happened.

\*HV1: Okay. And what makes a good third grade reader?

\*PAR: I think just consistency in reading, just really reading. I know at school, they kind of push them to read. Because it's really important that they read. I think also having a parent that reads.

And I enjoy reading myself. So when I make her read, I'm not making her do something that she's not seeing me do.

\*HV1: Right. Right. Right. And what should a good reader be able to do?

\*PAR: Should be able to read with fluency. Should also, when they come to a word that maybe they've not seen before, haven't been exposed to – being able to sound it out, and using context clues to kind of figure out what the meanings of words are.

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

\*PAR: I would definitely describe her as a very fluent reader.

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

\*PAR: I hope to continue our five days a week. We were actually just talking about that in the grocery store.

\*HV1: Okay.

\*PAR: Like next week, I'll give her a week off. You know? Trying to break it up a little bit. But just consistently do it. It's so important – especially over the summer, since they're not really doing anything academic, to just try to read and – I don't know.

Maybe I'll figure out some things we can do as a reward, once she meets certain goals.

\*HV1: Right. Okay. That's all the questions. We're just gonna wait for them to finish up.

