



## New School Year Conversation

**started it up:** to begin something

**Joe:** How's the, uh, how's the new school year goin'? I know you just **started it up** again.

**off to a rough start:** a difficult or challenging beginning

**Richard:** Uh, yeah, it's **off to a rough start**.

**Joe:** Really?

**Richard:** Yeah.

**Joe:** Why so?

**prep:** short for preparation

**Richard:** Uh, we have a new reading program, um.... It's called Reader's Workshop, um, and a new math program, Everyday Math, so a lot of **prep** work. Yesterday I was at school from about 9, 9 until 2...

**Joe:** Gosh.

**launching:** beginning; starting

**Richard:** Yeah, getting stuff ready. There's just a lot of preparation for **launching** the math program.

**starting from scratch:** to start at the beginning with no preparation

**Joe:** It sounds like you're probably **starting from scratch** because...

**Richard:** It is...

**Joe:** ...you're used to teaching the...

**Richard:** ...yeah...

**methodologies:** a way of doing something

**Joe:** ...same **methodologies** before.

**Richard:** Right, so, we, the last math series that we had, we had for, um, four years.

**Joe:** Uh-huh.

**Richard:** And, so, y'know, it was like easy to teach. Y'know, I didn't need to do any prep stuff for it. Y'know...

**Joe:** Right.

**day to day:** happens every day or most days

**Richard:** I knew what I was going to do from **day to day**...



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**Joe:** Mm-hm.

**Richard:** ...and now, tomorrow's Monday and we're launching the program. So it's lesson one and I don't know what I'm doing [laugh].

**keep your eyes on:** to watch closely

**Joe:** If it's not enough to **keep your eyes on** the kids the whole time, now...

**Richard:** Exactly!

**Joe:** ...you gotta also be wondering, oh, y'know, am I, am I delivering this new methodology correctly.

**Richard:** Right. Because I, because I want to, I want to teach it as though I know what I'm doing.

**Joe:** Yeah.

**stumbling for:** to be unsure of

**Richard:** So, I don't want to come across as I'm **stumbling for**, y'know, my words or stumbling for what comes next, so...

**into it:** to be excited about

**Joe:** Have the kids been **into it** so far?

**play around with:** to use

**Richard:** So far, yeah. Um, right now we've just been doing a lot of, um, exploration. So there's a lot of math tools that we just give them time to **play around with** so that when we actually teach the lesson, um.... They're focused on what we're doing and not focused on, y'know, that they have counting bears in front of them or coins in front of them, so...

**Joe:** Right.

**Richard:** ...so they just need a lot of time to play around with the tools. We call them tools, I mean they think of them as toys, but...

**Joe:** Games.

**page through:** to turn the pages (as of a book)

**Richard:** ...exactly. So, and, but they need that, y'know. It's the same with like a new book, y'know. I just give them time to **page through** it. Otherwise if I'm on page 2, they're on page 102, looking at y'know, something completely not related to what we're... what I'm teaching, so.



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**Joe:** Right, yeah.

**Richard:** But, y'know, it's the same with me. When I think about myself being in a class if I have a book in front of me. If I've already seen **the page that I'm on**, I'm gonna **flip, y'know, forward** in the pages and look for what's coming next.

*the page that I'm on: the page that I am looking at*

*flip forward: to move ahead*

**Joe:** Especially if the kids have pictures to look at, and it...

**Richard:** Yeah.

*draws their eye: to get their attention*

**Joe:** ...it **draws their eye**.

**Richard:** Yeah, and they're constantly, y'know.... Like I'm teaching one lesson, they're on completely different page saying "hey, look at this, look at this" and it has nothing, y'know.... It's a future lesson.

*made up their mind: to decide*

**Joe:** Yeah, once they've **made up their mind** to do something it's, y'know.... Whether it's looking at a page ahead of the, y'know, ahead of the teacher or not. It's, y'know, it's difficult to get them to change.