

Ready, Set, Launch!

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Think, Pair, Share

Think about a conference session that grabbed your attention right away. What did the presenter do?





What do those memorable openings have in common?

It's interesting that nobody mentioned things like:

- A detailed review of prerequisites
- A long explanation of vocabulary
- A step-by-step demonstration

Yet those are often the things we do when launching tasks in our classrooms.

Let's experience a launch



4 $\frac{5}{6}$ pizzas left

$\frac{2}{3}$ fit in each bag

Version A

Area = 24

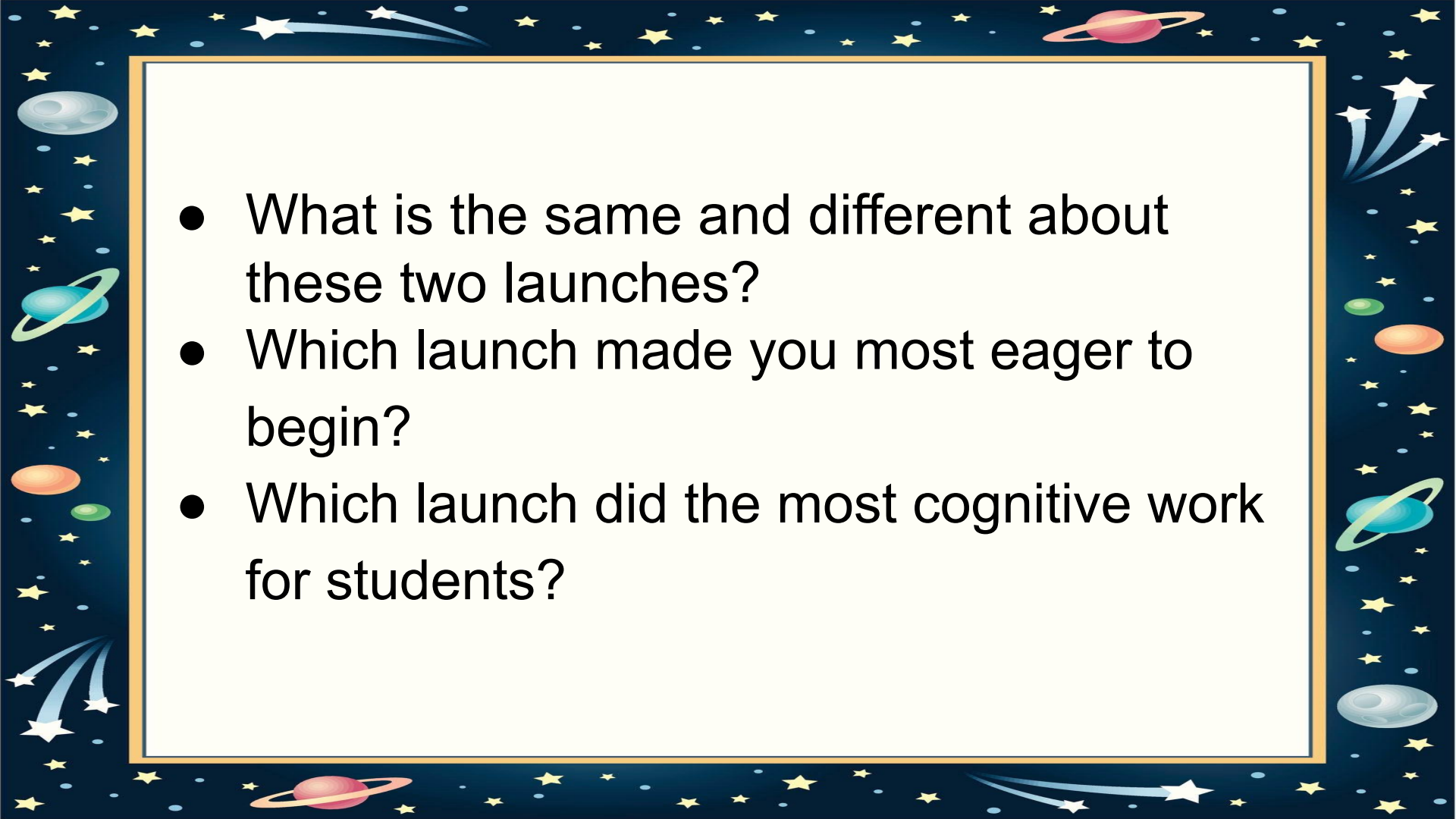
The image features a decorative border with a dark blue background. It is filled with various celestial elements: yellow stars of different sizes, white comets with long blue tails, and several planets. The planets include a grey moon-like sphere, a blue planet with a yellow ring, an orange planet, a green planet, and a pink planet with a yellow ring. The central area is a large, empty white rectangle with a thin gold border.

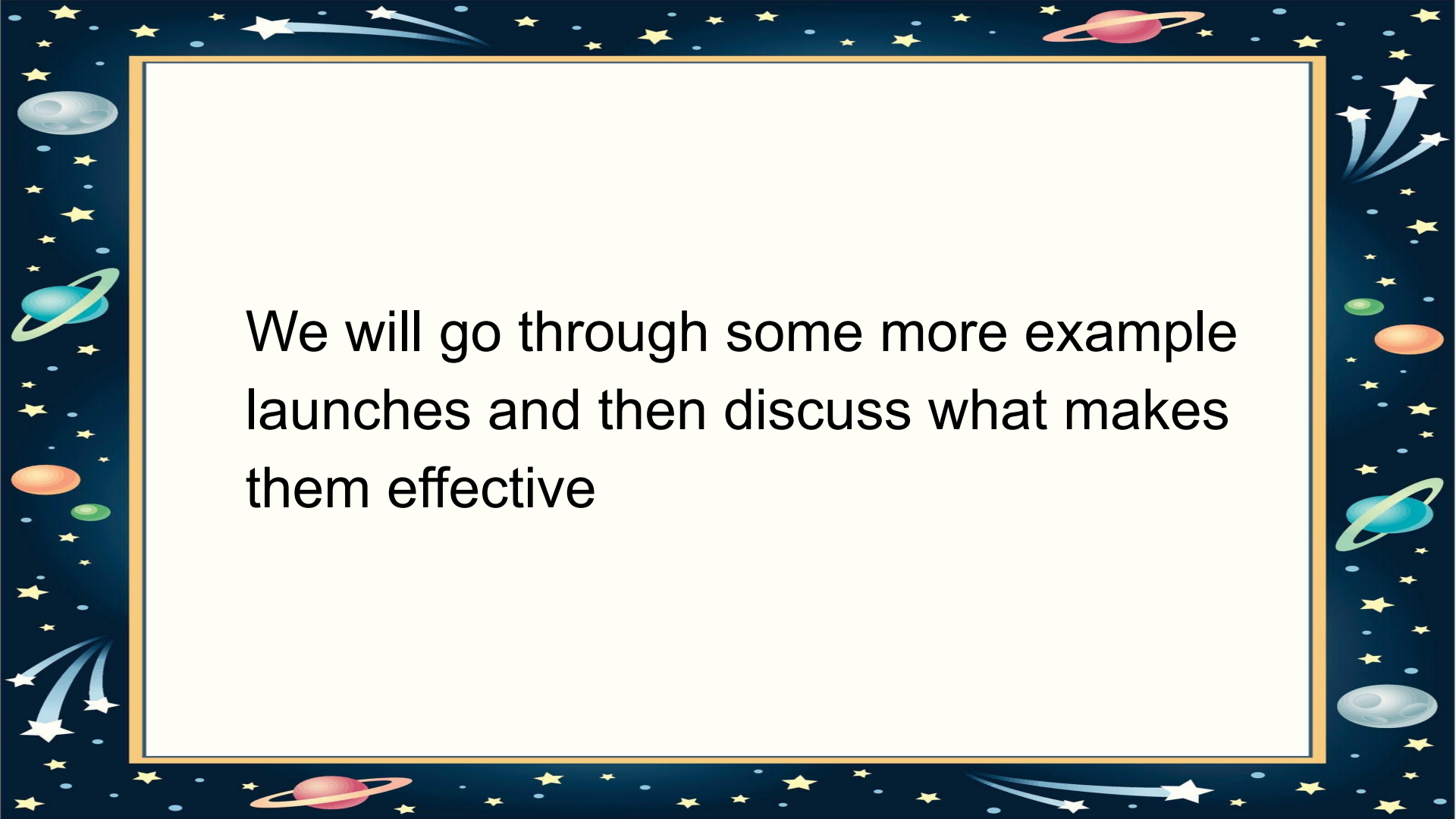
Version B

Version B

Today we're going to review area and perimeter. Remember, area is length \times width and perimeter is the distance around a figure. (draw rectangle with sides 3,4) Let's do an example together. To find the area you multiply 3×4 to get 12. To find the perimeter you would add up $3+3+4+4$ to get 14. Let's say a rectangle has an area of 24 square units. For example, it could have sides 12 and 2 since $12 \times 2 = 24$ and then its perimeter would be $12+12+2+2=28$. What might other perimeters be?

The Over Explainer

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- What is the same and different about these two launches?
 - Which launch made you most eager to begin?
 - Which launch did the most cognitive work for students?

The slide features a dark blue border decorated with various celestial objects. At the top, there are yellow stars, a white comet with a long tail, and a pink planet with a ring. On the left side, there is a grey moon, a blue planet with a ring, an orange planet, and a green planet. At the bottom, there is a pink planet with a ring and a white comet. On the right side, there are yellow stars, a blue planet with a ring, an orange planet, and a grey moon. The central text is white and reads:

We will go through some more example launches and then discuss what makes them effective

A decorative border surrounds the central text area, featuring a dark blue background with yellow stars of various sizes, white comets with blue trails, and several colorful planets (red, blue, orange, green) with rings. The central text is enclosed in a white rectangular box with a thin gold border.

Example 1 Launch: [Full Lesson](#)

A decorative border surrounds the central text area, featuring a dark blue background with numerous yellow stars of varying sizes. Interspersed among the stars are illustrations of celestial bodies: a grey moon, a blue planet with a yellow ring, an orange planet, a green planet, and a pink planet with a yellow ring. Several white comets with long blue tails are also depicted, some pointing towards the center and others towards the corners.

Example 2 Launch: [Full Lesson](#)

The slide features a decorative border with a dark blue background. It is filled with various space-themed elements: yellow stars of different sizes, white comets with long blue tails, and several planets. The planets include a grey moon-like planet, a blue planet with a yellow ring, an orange planet, a green planet, and a pink planet with a yellow ring. The central area of the slide is a large white rectangle with a thin gold border.

Example 3 Launch: [Full Lesson](#)

Example 4 Launch: [Full Lesson](#)

$$A = \begin{pmatrix} 2 & 1 & 5 \\ 1 & 2 & 1 \end{pmatrix}$$

$$B = \begin{pmatrix} 12 \\ 8 \\ 1 \end{pmatrix}$$

Example 5 Launch: Full Lesson

Teacher: If $y=e^x$ what is dy/dx ?

Student: e^x

Teacher: Today we are going to look at logarithms. How are logarithms and exponentials related?

Student: They are inverses

Teacher: How can we rewrite $y= \ln x$ as an exponential? [if needed remind that \ln is the same as \log base e]

Student: $e^y = x$

Teacher: We want to find dy/dx , the derivative of $\ln x$, but since we already know the derivative of an exponential function, what technique can we use here?

Student: implicit differentiation



What makes a task launch effective?

- Make it into a story
- Using the same context through multiple days
 - Don't have to spend time learning the context
- Building on prior knowledge



The Purpose of a Launch

A launch should:

- Create curiosity
- Establish access
- Clarify expectations
- Preserve the thinking

A launch should NOT:

- Teach the solution path
- Remove uncertainty
- Eliminate productive struggle
- Front-load every prerequisite

Group Activity

You will get examples of teacher statements

Sort them into:

Supports Thinking

Steals Thinking



Before launching, ask:

- Does this create curiosity?
- Does this establish access?
- Have I clarified the task?
- Am I doing thinking students could do?
- Could I remove one more explanation?
- Would students be eager to begin?

THANK YOU

Slides: <https://tinyurl.com/BTC26Launch>

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