## 3-Act Task Creation Guide

<table>
<thead>
<tr>
<th>What Doesn’t Work</th>
<th>What Works</th>
<th>Notes</th>
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</thead>
</table>
| □ media isn’t incorporated  
□ there are components within the media which distract from, or interfere with the intended goal  
□ some explanation or clarification is needed after the media file is shared “What was that?” | □ engaging media component is incorporated  
□ multiple senses are incorporated  
□ students are easily able to identify with prompt (no explanation needed)  
□ text is completely removed or doesn’t interfere with prompt  
□ students naturally notice and wonder without prompting | -The more things that happen in the media, the more likely students will be “distracted” from the intended goal.  
- Media needs to be clear, concise and focused. |
| □ students ask questions which are not measurable | □ student questions are measurable  
□ prompt purposefully drives students towards the intended main question(s)  
□ student questions align to the intended mathematics  
□ the main question is “un-Google-able” | -Initially students will not ask measurable questions.  
- The more measurable questions asked, the more effective the introduction media |
| □ students are not able to make an estimate  
□ the intended question doesn’t really lend itself well to an estimate  
□ the intended question is not measurable, therefore not good for an estimate | □ students are able to make estimates (including high and low)  
□ the context of the problem encourages students to persevere (want to know the answer) | -Estimation is underemployed in elementary schools however it is a skill that unveils a lot of information about student thinking.  
-Do not give too much information  
Make sure it is layered in pieces. You can always add to a task, but you can never take away. |
| □ students are able to identify some of the necessary information | □ students are able to identify ALL the necessary information  
□ the information does not over-scaffold the mathematics  
□ the information makes the mathematics and a solution path obtainable by students | -Although not mandatory, students miss the feeling of accomplishment when the third act is missing or “un-capturable”  
-A well created third act intuitively takes students back to their initial estimate |

### Act 1

**The Introduction (The Prompt)**
- The media isn’t incorporated
- There are components within the media which distract from, or interfere with the intended goal
- Some explanation or clarification is needed after the media file is shared “What was that?”

**The Main Questions**
- Students ask questions which are not measurable

**Investing in the Problem**
- Students are not able to make an estimate
- The intended question doesn’t really lend itself well to an estimate
- The intended question is not measurable, therefore not good for an estimate

### Act 2

**The Information Gathering**
- Students are able to identify some of the necessary information

### Act 3

**The Reveal**
- There is no reveal available (only an Act-1 and Act-2 are available)
- The students are unable to connect their solution to the actual solution
- Students high-5 when they see the answer
- Students intuitively go back to revisit estimates and compare their solution to the actual answer

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