3-Act Task Creation Guide

		What Doesn't Work	What Works	Notes
Act 1	The Introduction (The Prompt)	☐ 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.
	The Main Questions	☐ students ask questions which are not measurable	☐ student questions are measureable ☐ 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 measureable questions. -The more measurable questions asked, the more effective the introduction media
	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	☐ 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.
Act 2	The Information Gathering	☐ 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	-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.
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	-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

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