Task Title:_____ Name:_____

*Adapted from Andrew Stadel*

**ACT 1**

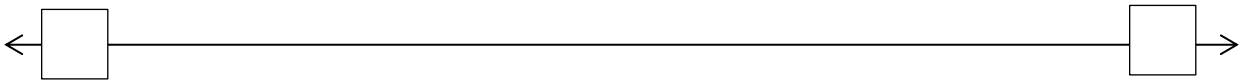
| What did you notice? |
| --- |
| |

| What did you wonder? |
| --- |
| |

**Main Question**:_____

Estimate the result of the main question.

*Place estimates that are too high and too low on the number line*



Low estimate *Place an "x" where your "just right" estimate belongs and label it.* High estimate

**ACT 2**

| What information would you like to know or do you need to solve the MAIN question? |
| --- |
| |

Record the given information (measurements, materials, etc…)

If possible, give a better estimate using this information:_____

Use this area for your work, tables, calculations, sketches, and final solution.

**ACT 3**

| What was the result? |
| --- |
| |

# Guidelines for Creating a Three Act Task

ACT ONE

Video, picture or math story that gets you excited about the math. You **notice and wonder.** You start to figure out where the math is. Gives very little information and uses few words. After Act 1, the teacher states the Big Question. Students give a too low, too high and just right estimate.

ACT TWO

You are given **pieces of information** needed to solve the problem. You work toward solving the problem and refining your just right estimate. Act Two can have a part one and a part two.

ACT THREE

You get the **last pieces of information** needed to solve the problem, solve it, and discuss your strategy.

Three Act Tasks Examples

1. www.gfletchy.com Graham Fletcher 3-Act Tasks
2. https://robertkaplinsky.com/ Robert Kaplinksky 3 Act Tasks
3. http://blog.mrmeyer.com/ Dan Meyer 3-Act Tasks
4. Search for 3 Act Tasks University of Houston Mathematics Education Youtube Channel

Story Board of Your Three Act Task

Title:

Big Question:

| Act 1 | Estimate | Act 2 | Act 3 |
|---|---|---|---|

## Rubric for Evaluating Student-Created Three Act Tasks

| | Outstanding | Satisfactory | Not Yet |
|---|---|---|---|
| Mathematical Modeling | Applies math to a real-world problem. Allows for estimation. Lets viewer identify important quantities and relationships. Results make sense. | Applies math to a contrived problem. Allows for estimation. Viewer is somewhat able to identify important quantities and/or relationships. Results make sense. | Math problem is unclear. Viewer unable to estimate, identify important quantities and/or relationships. Results do not make sense. |
| Creativity | Scenario is unique and interesting. | Scenario is somewhat unique and interesting. | Scenario is not unique or interesting. |
| Video Format and Presentation | Outstanding video quality. Three Acts are clearly labeled. | Satisfactory video quality. Three Acts are labeled. | Video is unclear. Three Acts are not labeled. |