**3-Acts and Patient Problem Solving (Teaching without the Textbook)**

*Adapted from Dan Meyer*

**The Big Idea**

* Take away the text and incorporate as many senses as possible.
* Make it real life and let students see it happening.
* Students have ownership of the questions because they came up with it.
* Remove the literacy challenge.
* Students had to think of the important information.

**Act 1 (The Question):**

Pose the conflict and introduce the students to a scenario:

* Teacher says “I’m going show you something I came across and I found it interesting.”
* Teacher asks “What do you notice/wonder?” and “What’s the first question that comes to mind?”
* Students share observations with each other first, and then with the class (T-P-S).
* Teacher collects questions and ranks them by popularity.
* Teacher asks for estimations that are too high and too low-*wrong* answers.
* Teacher asks students to record their actual estimation.

**Act 2 (Gathering Information):**

Information, skills, resources to answer your big conflict from Act-1:

* Teacher asks, “What information do you need to answer our *main question*?”
* Teacher offers smaller examples and asks probing questions.
	+ What are you doing?
	+ Why are you doing that?
	+ What would happen if…?

**Act 3 (The Reveal):**

Star Wars — big planet blows up.

* Teacher shows the answer and validates students’ solutions/answer.
* Teacher revisits who had the closest estimation.
* Teacher compares techniques, figuring out which is most efficient.

**Act 4 (The Sequel):**

* Teacher posed an extension problem.
* Students generalize the math and “algebrafy” the problem.
* Teacher revisits or reintroduces other student questions that may not have been address.

 Elementary 3-Act Tasks Middle & High School 3-Act Tasks

 