

Mad Scientist Review Game

	A	B	C	D	E	Score	
1						1. _____	16. _____
						2. _____	17. _____
						3. _____	18. _____
2						4. _____	19. _____
						5. _____	20. _____
						6. _____	21. _____
3						7. _____	22. _____
						8. _____	23. _____
						9. _____	24. _____
4						10. _____	
						11. _____	
						12. _____	
5						13. _____	
						14. _____	
						15. _____	

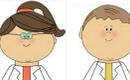
Draw each following images in the squares above. Each image tells you how many pics you should have as well as how many points each pic is worth.

2 explosions Minus All Points 	2 scientists 100 points each 	3 mad scientists Minus 20 each 	3 Happy Students 20 points each 	15 Stars 10 points each 
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Rules of the Game and How I Play it With My Classes.

The purpose of The Mad Scientist game is to serve as a review game. I play this game a couple of times a year with my students when helping the study for the test.

Instructions:

1. Everybody will need a blank lined piece of paper on it. Place your name on the paper.
 - a. This paper will serve as the location where students will write their answers.
2. Number the paper 1-24
3. On this handout, draw each of the pictures that you see. It tells you how many of those pictures you should have. For example, two science explosions, 2 scientists, 3 mad scientists, and 3 happy students, and then fill the rest in with stars. Also you can see how many points each image is worth.
 - a. I don't really care how they draw them. When I fill one out, I simply draw a smiley face for happy students, a long haired stick figure for girl scientist and short haired stick figure for boy scientist, fire for the explosion, simple stars, and a frowny face for the mad scientists. I actually tell my students this so they don't spend too long trying to be Picasso.
4. Give some time for the students to draw their images and number their lined paper.
5. I am going to ask a review question. You are going to write the review question's answer on your lined paper. You will have just seconds to answer.
6. I read off a question and then verbally, out loud, countdown the seconds. Depending on how much writing a question could take is how long they have to answer.
7. When I am done counting down, I ask for a volunteer to give the answer. After the answer is given, I call off a random square, ex. A2.
8. I say, "All of you will cross out the square that I call. If you got the question correct, you give yourself the amount of points that the image is worth. If you ever get the explosion, you will wipe out all of the points you previously earned or even lost. You start over with zero points. If you were in the process of answering the question but didn't have enough time to write the whole word or phrase, go ahead and give yourself the points."
 - a. As I call off squares, I cross them out on a blank game sheet so that I know which ones I have called out. I also number them, so that I can verify the order of winners or other kids who ask questions like, what was the square you called for number 5?
9. I now call off question two, give time to answer, ask for a volunteer to share the answer, call off a square, give a few minutes to place their points on the line, and then ask for any further clarification questions.
 - a. Questions you probably will hear.
 - i. If I get the explosion or the mad scientist, but did not answer the question correctly, do I still lose points. Answer: No. That is a good time to miss a question.
 - ii. What do I do if I get the explosion? Answer: Scribble out all the previous lines and start at zero.
 - iii. What if I knew the answer, but you called time before I answered it? Answer: If you started writing and are honestly saying that you knew the answer then go ahead and give yourself the points.
10. This is an honesty game. While I do get cheating once in a while, it isn't a big problem with picking out the winner. They are in close enough proximity to other students that others will rat them out if they are writing answers after I call time.
11. This is a noisy game and kids love to compare their game cards. I allow them a few extra seconds after every five questions. At question 10 and question 20, I ask questions like, How many people have explosions left?, How many people have more than 200 points and still have both explosions left? How many people are already out of both explosions?
12. When I get to number 21-24, I ask how many explosions are left and then try to guess which square certain kids have and then tell specific students that I am going to hit your explosion. If I am right, kids go crazy and if I am wrong they still go crazy. I don't call off a number 25, so students get lucky if it is an explosion and unlucky if it is one of their science guys.
13. This game is loads of fun and very noisy, but overall it is a great way to practice vocabulary words and other short answers.
14. Five minutes before the bell rings, I stop the game, no matter where I am. So many times, I don't get through the whole game. I have them count up their points. I ask:
 - a. Raise your hands if you have 100 points or more.
 - b. Raise your hands if you have 200 points or more.
 - c. Raise your hand if you have 250 or more.
 - d. Etc... Until I find a winner. I double-check that he/she counted correctly and that he/she crossed out all the squares correctly.