

4. THIRTY-FIVE

“Thirty-Five” provides an opportunity for learners to test their knowledge by answering challenging questions about the target knowledge. As such, it provides an effective review of important concepts.

Directions:

A. Tell students, “We’re now going to play a game called Thirty-Five. The object of the game is to earn as many points as possible, with 35 being the top score. The way you earn points is by writing on an index card—in 100 words or less—a thoughtful answer to the following question: [Provide a question regarding your target knowledge].” Allow a suitable amount of time for students to write an answer (e.g., 3-7 minutes) on an index card. Tell them NOT to put their names on the card.

B. Tell students, “Walk around, holding your card face down, and quickly exchange cards with as many people as you can before the chime rings. [Allow about five exchanges; then ring chime.] If you now have your own card or one you have seen before, make one more exchange. Now find a partner and compare the two cards you have. Distribute seven points between the two cards for their relative quality. For example, if they are close in quality, you might give four points to one card and three to the other. Or, if one is clearly stronger than the other, you might give seven points to that card and zero points to the other. Write the points awarded on the back of the card. If you finish scoring before the chime, continue talking with your partner about the ideas on the card.” [NOTE: If you have an odd number of students, have the final three in each round form a trio. They give a score to the best answer (e.g., 5) and determine the number that would add to seven (e.g., 2) and award that number to both of the other two cards.]

C. Repeat Step B four more times. After the fifth round, tell students, “Return to your seats and total the points awarded to the card you now have.”

D. Ask if anyone has a card with 35 points. Keep moving down—34, 33, 32—until you have found the five highest scoring cards (without their being read yet). Ask the person with the fifth highest scoring card to read the answer on the card. Elicit comments on the answer and guide the conversation to your target learning objectives. Have the author stand for acknowledgement. Repeat for the fourth, third, second, and highest scoring cards, commenting on each. Invite each author to stand and be acknowledged.

Variation: To shorten the game, play to 28 (four rounds) or 21 (three rounds).

Variation: Play spirited music during times that students are exchanging cards; they stop exchanging cards when music stops (like musical chairs).

USE or ADAPT (be specific about the **purpose** and the **directions**):