

Kaidy's How To Handbook For Local Contests

Fun to do! Easy to organize!
Involve your class, school, district and community!

Preparation for students:

1. Set up daily classroom Witzzle Pro practice sessions.
2. Allow at least one month, if not more, for students to practice.
3. Have small "play-offs" to allow students/proctors experience.

Preparation for sponsors:

1. Determine what prizes, trophies or ribbons you wish to award.
2. Contact local businesses, PTAs, parents and campus/school organizations for donations towards your awards.
3. Include names/recognition of sponsors in your contest.

Preparation for contest:

1. Set a date for the contest. Allow approximately 2-3 hours for the 3 rounds.
2. Set up an area with tables seating 8-10 contestants each.
3. Find proctors. You will need at least one for each table. Ideally, two proctors allow one to manage the cards/timer/target and the other to watch and verify the sequence of responses since some students are very fast. Thank them!
4. Have a practice area if you have more than one session each round.
5. Be sure your audience understands how important it is for them to be quiet.



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Welcome to the wonderful World of Witzzle!
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To order Witzzle Pro games go to <http://www.MathFun.com/>

Wizzle Pro Contest

Examples of Answers

The following examples are based on the line with the numbers 2, 9, 4 with a target number of 26. Specific examples of acceptable and unacceptable answers are illustrated. Again, the rules say:

- 1) each number must be used once and only once;
- 2) only basic operations +, -, \times , \div and parenthesis () may be used (no exponents, etc.); and
- 3) all order of operations rules are to be followed. That is, operations within parenthesis () are performed first, then multiplication and division from left to right, then addition and subtraction from left to right.



Acceptable Responses:

$$(9 + 4) \times 2 = 26 \quad \text{or} \quad (9 + 4) \times 2$$

This solution is acceptable. The operations within the parenthesis are performed first; $13 \times 2 = 26$. For this contest, the equals sign '=' and target number are not required for the solution to be acceptable, as long as the target number is recorded in the proper place on the contest solution sheet.

$$9 + 4 = 13 \quad 13 \times 2 = 26$$

This solution series is acceptable. The operations need not be all in a single equation; so this series of equations is correct. The "=" sign is required.

$$2 * (9 + 4), \quad 2 \times (9 + 4), \quad 2(9 + 4), \quad \text{or} \quad (9 + 4)2$$

These solutions are acceptable. Multiplication is indicated with either a dot (*) or an x or beside parentheses.

Acceptable solutions with division:

$$\text{Target 5: } 8/2 + 1 \quad \text{or} \quad \frac{8}{2} + 1 \quad \text{or} \quad 8 \div 2 + 1$$

$$\text{Target 6: } \frac{7+5}{2} \quad \text{or} \quad (7+5) / 2 \quad \text{or} \quad (7+5) \div 2$$

Unacceptable Responses:

$$9 + 4 \times 2 = 26$$

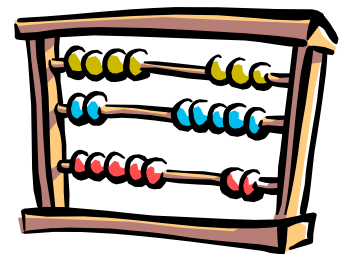
This solution is incorrect. By order of operations, multiplication is performed first. Thus, $9 + 4 \times 2 = 17$, not 26.

$$9 + 4 = 13 \times 2 = 26$$

This solution is incorrect. Though we know the answer is intended as $9 + 4 = 13$; $13 \times 2 = 26$, the solution is simply not mathematically correct since $9 + 4$ does not equal 13×2 .

$$4 \times 2 = 8 \quad 8 + 9 = 17 \quad 17 + 9 = 26$$

This solution is incorrect because the number 9 is used twice. Each number may be used once and only once in the solution.



Unacceptable solutions with division:

$$\text{Target 2: } 7 + 5/2 = 6 \quad \text{or} \quad 7 + 5 \div 2 = 6$$

This solution is not acceptable because addition cannot be performed first according to order of operations.

Wizzle Pro Contest

Proctoring Procedures

Preparation:

1. Check table/group sign up.
2. Check that all the participants are present.
3. Ideally, have an assistant to help you with the contest and help you judge which contestant raises their paper first.
4. Make sure that the solution sheets, and pencils are in place.



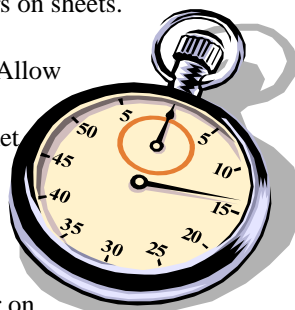
A. Setting up (done before each round):

1. All participants should be sitting around the table. Proctor should stand behind them or to end of table.
2. Shuffle the Wizzle Pro cards and select the top 11 cards for play use.
3. Place the cards face down, centered, on the table.
4. Make sure all participants understand all rules before going on. (If time allows, use a 12th card as a practice card for each group/table.)

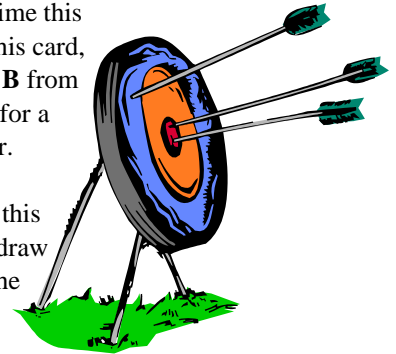


B. Preparation (done for each card):

1. Turn over the top card from the stack.
2. Read each number slowly and clearly, Make sure that the numbers are read from the same row horizontally. No vertical or diagonal reading. Contestants write down the numbers on sheets.
3. Say "**Pencils down!**"
4. Reset the stopwatch or sand timer. Allow 1 minute per card.
5. Roll the number cubes in tray/basket for target number. Participants should **NOT** be able to see in order to be fair to all.
6. Announce the target number twice. Contestants write the target number on their solution sheets and begin to solve immediately.
7. Start the stopwatch as you say the target number the first time. Put tray/basket down on table.
8. When a participant has an answer, he will **raise his paper**. Refer to part C.

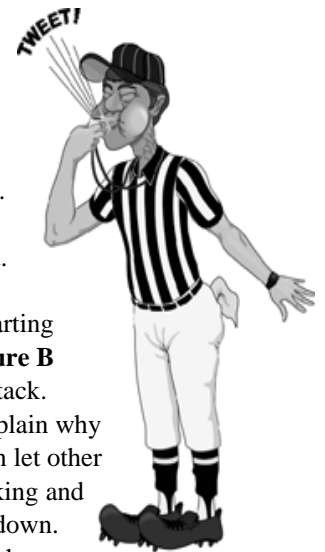


9. If time runs out before any correct solution is given:
 - a. If this is the first time this has occurred for this card, repeat **procedure B** from number 3, rolling for a new target number.
 - b. If this has already occurred once for this card, replace and draw a new card from the stack not in play. Treat this as a completely new card and start **procedure B** all over.



C. Solution Verification (done when paper raised):

1. Stop the stopwatch's countdown.
2. Say, "**STOP! Pencils down!**" Proctors confirm before continuing.
3. If there is more than one participant with paper raised, advance to **procedure D**.
4. Verify participant's solution.
 - a. If solution is correct, read the solution **out loud**. Award the participant the card to mark this point. Suggest participant mark out this solution before starting next card. Repeat **procedure B** with the next card in the stack.
 - b. If solution is incorrect, explain why solution is incorrect. Then let other participants continue working and continue stopwatch countdown. The participant who gave the incorrect solution may not give



another solution until the next problem begins (after either this one is solved or a new target number is rolled).

Wizzle Pro Contest

Proctoring Procedures

D. Multiple Solutions (done if multiple papers are raised):

- For simultaneous solutions, verify as in part C.
 - If both are correct, award this card to one and award a card from the stack not in play to the other.
 - If only one is correct, award the card as usual.
 - If both are incorrect, continue as with normal incorrect solution.
- If papers were not raised simultaneously (in the case that one raises paper, and another raises paper before proctor says "STOP!"), verify the first as described in part C.
 - If the solution is correct, award the card and continue as normally.
 - If the solution is incorrect, verify the other solution as described in part C.

E. Round Procedures:

Level 1

- Rounds 1 and 2: Will proceed as detailed above.
- Round 3 (Final Round): Please refer to the Contest Rules "Final Round" section.

Level 2

- Rounds 1 and 2: Will proceed as detailed on previous page.
- Round 3 (Final Round): Please refer to the Contest Rules "Final Round" section.

F. Awards:

- Winners of **Round 1** and **Round 2** - a medal.
- 1st, 2nd, and 3rd Place winners of **Final Round** - a trophy.



G. General Guidelines and Reminders:

- Try not to proctor at a table with students from your class/school. If you're at a table with students from your class/school, you can trade with another proctor to rectify this situation.



- A warning will be issued for improper behavior, such as
 - a participant looking at another's paper/work,
 - a participant not following rules, e.g. saying "stop!" instead of raising his paper, or anything else the proctor deems necessary.

All proctors are advised to exercise discretion in this area. If the 2nd warning is given, participant will be penalized by being disqualified for either the remainder of this round or the next round, whichever is appropriate.

- If someone answers and is wrong, she/he is not allowed to attempt another answer until the next time a target number is rolled, whether everyone is stumped or it's a new card.
- When everyone is stumped and time runs out, re-roll for a new target number. If it still stumps everyone, then it's probably a difficult card. Substitute a new card from the stack of cards you're not using and start over with that card.
- Of course, when someone has a solution, he will **raise his paper** and the proctor will say "STOP! PENCILS DOWN!". However, if there are multiple papers raised right when the proctor says "STOP! PENCILS DOWN", then we have a special situation to judge. Going by who had their paper raised first, check the answers one by one until there is a correct solution (if there is one at all!). Reward a point as usual. More points will be awarded if and only if the correct answers are by multiple people who raised their paper simultaneously.

Contest Organization and Presentation

Round 1 -- 6-10 participants per table per Proctor
*No. tables depends on # participants/proctors
*Proctor Guide #C--11 cards played, winners handed card, count for top 2 winners each table

Round 2 -- 6-10 participants per table per Proctor
*Play 11 cards -- top 2 winners each table

Round 3 -- Probably one table at this point
*Play 11 cards -- place winners by # cards held

Winners -- 1st = Most cards won in Round 3
2nd=2nd most cards won
3rd/4th/5th....=places optional as desired



Wizzle Contest - ANSWER SHEET

Do Not Use This Sheet For Scratch Work

Name _____

NUMBERS ON THE CARD	TARGET NUMBER	SOLUTION / EQUATION	NUMBERS ON THE CARD	TARGET NUMBER	SOLUTION / EQUATION																		
<table border="1"><tr><td>8</td><td>7</td><td>3</td></tr><tr><td>5</td><td>4</td><td>6</td></tr><tr><td>9</td><td>1</td><td>2</td></tr></table>	8	7	3	5	4	6	9	1	2	1	$4 - 9 \div 3 = 1$ or $9 \div 3 = 3 \quad 4 - 3 = 1$ < example >	<table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>											
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