

1: LESSON PLAN - Aqualin

LEARNING AIMS	<p>Students will:</p> <ul style="list-style-type: none"> ● Engage in cooperative play ● Reflect on their own logical and spatial reasoning ● Gain a basic understanding of game mechanics, rules, fundamental gameplay, scoring, strategies ● Logical reasoning: Investigate the game to learn how to create good, legal moves – getting to know the game (W1) ● Spatial reasoning: Tactilizing (touching, manipulating, moving around, testing out) with the tiles to figure out how to place tiles and move other tiles on the emerging board – getting to know the game (W1)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Aqualin</i> for your class, 4 students/teams of 2 per game ● Students need pencils ● Paper copy of scoring sheet ● <i>Scoring examples sheet</i> for each group (see below) ● Reflection sheet ● Two/Too Dramatic Players (approx 6 min) – enthusiastic, better scoring ● Few other options: How to play Aqualin, Aqualin – Tutorial /How to play, Aqualin Review
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Could introduce game through modelling the game (ELL students) ● Organize groups according to student needs: Play in pairs, so two on two. Encourage discussion and understanding of the game. Focus on the rules of the game. ● One round of Aqualin game play takes takes approximately 20 minutes.
LESSON ACTIVITIES	<ol style="list-style-type: none"> 1. Show the box and start by asking questions about it. <ul style="list-style-type: none"> - Has anyone played this game before? - What do you notice about the gameboard and the tiles? <p>Today, you’re going to learn a new game by investigating how to put tiles on a board and move them around. Investigating means trying out different ways to play a turn (or could ask kids what it means) ... and the best way to do that is to touch and move the tiles around to figure out how to put them on the board for legal, good moves!</p> 2. Introduce the game via Youtube Video: <ul style="list-style-type: none"> ● Aqualin Play-Along Tutorial – start at 56 seconds (set up video start already) ● Feel free to stop at times to ensure clarity on the rules ● Use <i>Scoring Examples</i> (see below) to demonstrate how to score 3. Play a demo game with a few turns to demonstrate the rules: <ol style="list-style-type: none"> a. Set out board and turn all tiles face down. Select six tiles and turn face up as the drafting pool.

	<ol style="list-style-type: none"> b. Players agree which team is making schools of colours and which team is making schools of animals. c. There are THREEE parts to a turn (similar to Santorini, if students have played Santorini): <ul style="list-style-type: none"> ● MAY: You may (but don't have to) move a tile on the board vertically or horizontally, until it reaches another piece or the edge of the board. ● MUST: Place a tile from the drafting pool onto the board. ● MUST: Replenish drafting pool (replace one tile). d. Game is over when the board is completely full. e. Determine each team's score using the scoring sheet. <ol style="list-style-type: none"> 4. Divide students into their groups. <ol style="list-style-type: none"> a. Explore pieces, read rules that come with the game. b. If students want, they could have open play, where all tiles are visible to all players. c. Play! 5. Teacher circulates and prompts student discussion of strategies. 6. Students clean up games and complete reflection sheet.
<p>QUESTIONS/ REFLECTION</p>	<p>Focus Prompts for Lesson 1:</p> <ul style="list-style-type: none"> ● Did you look at the tiles first? Board first? ● How do you decide whether to move a tile or not first? ● What are you doing to find a spot to put your tile? ● What did you say to your partner to figure out your next move? ● If you have two good plays, how do you choose? <p>Other questions/prompts:</p> <ul style="list-style-type: none"> ● When your turn starts, how do you decide what piece to play? Use drawings and words. ● Look at the board below and the drafting pool. Let's say you're going to put your next piece in the spot where the arrow is pointing. Draw a picture of at least two different tiles that would be a good choice. Explain why both would fit. ● Tell me one interesting thing you learned about Aqualin. Use drawings and words. ● What strategy helps you get a high score in the game? Is there something you do during the game to get a high score?

	<ul style="list-style-type: none">● How do you know you're an expert at Aqualin? How would you know if a friend you were playing Aqualin with was an expert at the game?● A strategy I'm testing today is _____. My reason for trying this strategy is _____.● A good move/strategy that my partner shared with me today was _____.● Here's what we did to find the best place to play (draw and explain).● If you have two good plays, how do you choose? Use drawings and words. Convince me your choice is the best move.● For your fourth turn, draw the tile you played. Explain why you picked that tile. Explain what you did to fit it on the board.● These are two different boards that came up in your class. Circle which game board you would rather play on. Convince me why it's a better board! Why is the other board not as good?
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Reflection Sheet: Aqualin

Your Name: _____ Team Members: _____

1) Testing, Placing and Moving Tiles to Make Schools!

- a) Circle what kind of school you made today: Colour Animals
- b) How many tiles were in the largest school you were able to make? _____
Draw a picture of the school.

What did you do to keep these tiles together? Explain.

- c) Did you find it easier to see schools of colour or schools of animals? Explain why.

2) Investigating Moves in a New Game!

When it was your turn, **what did you do to figure out where to put a tile on the board?** Be really specific – explain the steps you used and draw pictures.

SCORING FOR COLOURS



SCORING FOR ANIMALS

And That's How You Play...AQUALIN! Join Barb and Mark to Learn How to Play a Fun, Abstract Game

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