

2: 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) ● Logical Reasoning: Adapting moves to an ever-evolving board (W2) ● Spatial Reasoning: Sliding tiles in order to create your own schools or break up your opponent's (W2)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Aqualin</i> for your class, can play in pairs ● Students need pencils ● Paper copy of scoring sheet ● Reflection sheet
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Organize groups according to student needs: Play in pairs, so two on two. Encourage discussion and strategy development. ● One round of Aqualin game play takes takes approximately 20 minutes.
LESSON ACTIVITIES	<p>1. <i>Wow ... some great observations in last lesson! It was great to hear how all the boards in the games are related. Great investigating!</i></p> <p>Today we're going to think about how sliding/moving the tile to be more strategic as you play. <i>[If students have played Santorini, make connection to it] Hmm ... I wonder how similar or different that is to moving your worker in Santorini. On your reflection sheet today, you'll be telling us about how you used sliding to play strategically.</i></p> <p>Speaking of similarities, we're also going to focus on adapting moves – either applying strategies from a different game and changing them so they work for Aqualin, or having to change up your move when your opponent messes up your plan! Let's see what strategies came up from last lesson – some that are adapted from another game and others you might want to adapt today: <i>Starter images</i> (see below).</p> <p>2. Reminder of the rules as/if needed:</p> <ol style="list-style-type: none"> a. Set out the board and turn all tiles face down. Select six tiles and turn face up as the drafting pool. 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:

	<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). <p>d. Game is over when the board is completely full.</p> <p>e. Determine each team's score using the scoring sheet.</p> <p>3. Divide students into their groups.</p> <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! <p>4. Teacher circulates and prompts student discussion of strategies.</p> <p>5. Students clean up games and complete reflection sheet.</p>
<p>QUESTIONS/ REFLECTION</p>	<p>Focus Prompts for Lesson 2:</p> <ul style="list-style-type: none"> ● When planning your turn, do you think about sliding first or placing first? ● Are there any parts of the board you try to avoid playing in? Why are these areas of the board harder to play in? ● Do you have a favorite part of the board to trap your opponents pieces in? Why do you like that spot? ● Do you always slide a tile as far as you can? Why or why not? ● Can you think of a time when you might not want to slide a tile? ● 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.

	<p>Explain why both would fit.</p> <ul style="list-style-type: none">● 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?● 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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Strategies from Previous Games

Strategies from other games.

Have you uses these strategies while playing other games?

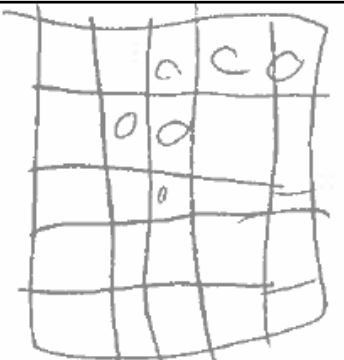
Did you try to adapt these strategies last week?

01: Corners

I looked at the corner.
I like the corner in
every game. Because in
games where you are
cornering the rows.
Corners have the best outcome
usually

02: Middle

I put middle
because that
is good



03: Confuse Opponent

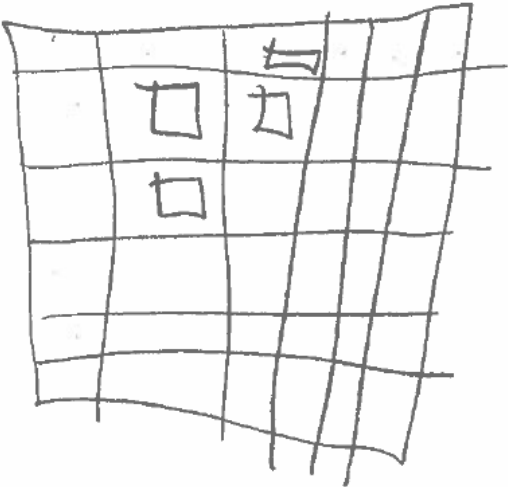
Make them feel like they are gonna win but confuse them so they accidentally make me win!

Strategies other students used for Aqualin

Student A: Block & Points

Steps you used and draw pictures.

I like it there
because I blocked and
got points at the
same time



Student B: Not Allowing to Move

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

I tried to keep them together by
Not allowing them to move it

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

Student C: Moving Tiles

When the kept moving it out
~~the~~ I kept fixing them
back in.

Student D: Placing Tiles Strategically

We placed all the
same animals in
different spots and
then connected them.

Reflection Sheet: Aqualin

Your Name: _____ Team Members: _____

1) Sliding Pieces around the Board

a) How often did you choose to move a piece on the board before playing your next piece? (circle)

every turn **most turns** **half the time** **rarely** **never**

b) How did being able to move pieces on the board give you an advantage (help you make big schools)?

c) Use the board on the right. You are making schools of **animals/species**. It's the beginning of your turn. **Circle** a piece you would move and show where you would move it to. Explain why.

d) **Draw** a piece on the board that you would place next, if you could pick any piece **not** already on the board.

Write the tile description the lines below:

Animal/species: _____ Colour: _____



2) Adapting your Moves

Describe a time where your team had to change your mind on a play – either to increase one of your schools (play offensive) or block or break up an opponent's school (play defensive). What did you do?