

4: LESSON PLAN - Aqualin

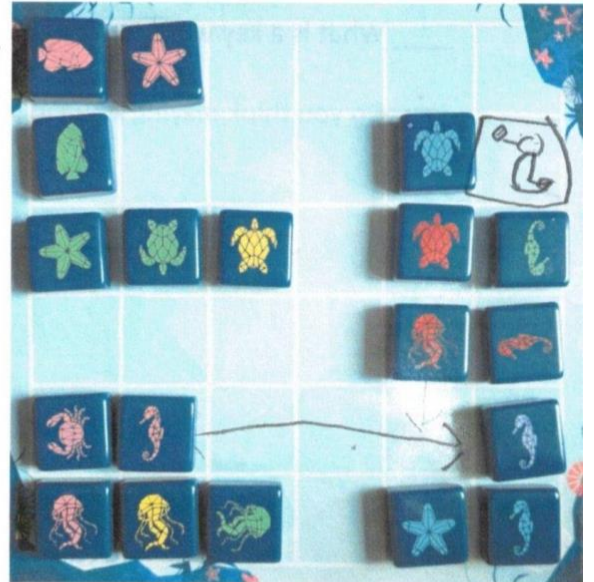
LEARNING AIMS	<p>Students will:</p> <ul style="list-style-type: none"> ● Engage in cooperative play ● Reflect on their own logical and spatial reasoning ● Gain a basic understanding of game mechanics, rules, fundamental gameplay, scoring, strategies ● Logical reasoning: Investigate the game to learn 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) ● Logical Reasoning: Analyzing the board and tiles to make strategic moves (W3) ● Spatial Reasoning: Arranging tiles in order to create or break up high scoring schools (W3) ● Logical Reasoning: Analyzing opponent’s moves and adapting strategies to compensate (W4) ● Spatial Reasoning: Sectioning the board in order to control gameplay (W4)
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. In last lesson, you were challenged to work collaboratively with your table teams in order to try and create the highest scoring game you could. It was awesome to see some of the great strategies you created in order to maximize your score. What did you learn about playing Aqualin from this challenge? Can you adapt the strategies in the challenge to your regular play today?</p> <p>Let’s start by analyzing Student A’s ideas from last week and exploring the idea of sectioning the board: Starter image (see below).</p> <p>In today’s lesson, you are invited to think even more about where you place your tiles on the board and why. Try to think very carefully before you make your moves to ensure each move is the best it can be.</p>

	<ol style="list-style-type: none"> 2. 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! 3. Teacher circulates and prompts student discussion of strategies. 4. Students clean up games and complete reflection sheet.
<p>QUESTIONS/ REFLECTION</p>	<p>Focus Prompts for Lesson 4:</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. 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? ● How do you know you’re an expert at Aqualin? How would you know if

	<p>a friend you were playing Aqualin with was an expert at the game?</p> <ul style="list-style-type: none">● 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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Here is Student A's great explanation from last

if would be 5 = 10
sea horses put a nother
sea horse it would
be 15



b) **Draw** a piece on the board that you would place next – it should help the **animals** and **not** be on the board already.

Circle what you placed on the board (animal and colour):

Crab Fish Turtle Starfish Seahorse Jellyfish
Red Pink Blue Green Purple Yellow

Why is A's reason for the turn effective?

Can you think of more reasons why this is a good turn? What would you add to justify the turn?

In some games such as Santorini, some players made “sections” or “areas” on the board to help them win. Maybe that happens in Aqualin, too. Look at the same picture again.



**How has colour team made sections on the board?
How has the animal team made sections on the board?**

Do you think sectioning the board is a good strategy in Aqualin? Why or why not?

Reflection Sheet: Aqualin

Your Name: _____ Team Members: _____

1) Sectioning

How do you look at different sections of the Aqualin board to create your schools? Explain with words and drawings.

2) Analyzing the Aqualin Board

- a) Use the board on the right. You are making schools of **COLOUR**.
Circle a piece you would move and show where you would move it. **Explain** why.



- b) **Draw** a piece on the board that you would place next – it should help the **colours** and **not** be on the board already.

Circle what you placed on the board (animal and colour):

Crab Fish Turtle Starfish Seahorse Jellyfish

Red Pink Blue Green Purple Yellow

3) Adapting: If you could change a rule in Aqualin, what would it be? Why?

OPTIONAL: You can write/draw any other ideas.