

1: LESSON PLAN - Gobblet Gobblers

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| <p>LEARNING AIMS</p> | <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, winning, strategies, cooperative principles ● Logical reasoning: Investigating the game to learn how to create good, legal moves and analyzing first move – getting to know the game (W1) ● Spatial reasoning: Tactilizing (touching, manipulating, moving around, testing out) with the Gobblers to figure out different sizes of Gobblers and how to place Gobblers – getting to know the game (W1) |
| <p>MATERIALS</p> | <ul style="list-style-type: none"> ● Enough copies of <i>Gobblet Gobblers</i> for your class (4 students per game) ● Whiteboard and marker ● Gobblet Gobblers How to Play Sheet ● Optional: Mini whiteboards or sheet protectors with paper in them and markers (one per group) |
| <p>SPECIAL CONSIDERATIONS</p> | <ul style="list-style-type: none"> ● Could introduce game through modelling the game (ELL learners) ● Could have the instructions in picture formats (simplified instructions) ● Gobblet Gobblers is a quick game. Once students know how to play, one round of Gobblet Gobblers game play takes a couple of minutes. ● 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. |
| <p>LESSON ACTIVITIES</p> | <ol style="list-style-type: none"> 1. Introduce the game via prepared slideshow/online video. <ul style="list-style-type: none"> <u>How to Play Gobblet Gobblers</u> a. Engage prior knowledge of the game? Have you seen it? Heard of it? Played it? b. Brief explanation of the game and go over some of the key rules- gobbling and you have to move once you touch a piece. (model the game with a few students who you feel will gain understanding quickly - higher level thinkers) 2. Divide students into their groups. <ol style="list-style-type: none"> a. Explore pieces, read rules that come with the game b. One on one group engagement for questions and clarifications c. Once students feel comfortable, they may start an official round. d. Optional: Students may use mini whiteboards with their partners to draw out and communicate ideas for game play. 3. Hand out the reflection sheet so students know what questions to think about. Encourage them to choose one round of the game and answer the questions. |

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| | <p>4. Teacher circulates and prompts student discussion of strategies. Encourage students to ask each other the questions listed on the How to Play sheet.</p> <ol style="list-style-type: none"> a. Why did you choose to do that? b. Could you have tried a different strategy? c. What are the benefits or risks of gobbling? <p>5. At the end of the game time, encourage students to complete the reflection sheet.</p> |
| <p>QUESTIONS/ REFLECTIONS</p> | <p>Questions for students/prompts:</p> <p>Focus for Week 1:</p> <ul style="list-style-type: none"> ● When the game started, did you move first or second? Does it matter if you go first or second? ● Why did you choose that spot for your gobbler? ● What size of gobbler did you choose for your first move? How did you decide (use drawings and words)? ● Why did you choose that size of gobbler to play first? Does the size matter if you go first or second? <p>“For Next Time” Reflection Question:</p> <p>When you play again, what size of gobbler do you think you will choose to play first? Can you explain why?</p> <p>Other questions to consider:</p> <ul style="list-style-type: none"> ● A good move/play we made during Gobblet Gobblers today ways (explain why with pictures and words): ● How did you figure out your next move? ● What’s one good idea you shared with your partner? ● What did you do to not give your opponent an advantage? ● What Tic Tac Toe strategy helps you play Gobblet Gobblers? How did it help? ● What new strategies did you need to use in order to win? ● What are all the unique opening moves for the first player? ● Is there a way to set up 3 different ways to win? ● For each person, tell me what you said to your partner to convince them of a good move at any point in the game. ● Tell me about how you plan ahead to either set up a win for you or a loss for your opponent. Using drawings and words. ● We played 5 games in a row starting with the small gobbler. This is how it went: (explain with drawings and words). |

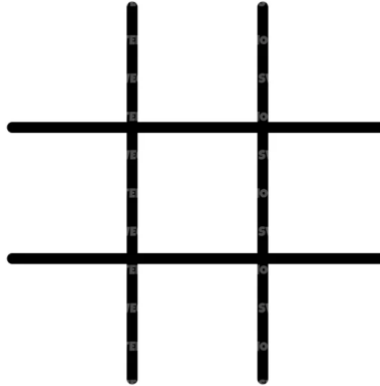
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| | <ul style="list-style-type: none">● We played 5 games in a row starting with the medium gobblet. This is how it went: (explain with drawings and words).● We played 5 games in a row starting with the big gobblet. This is how it went: (explain with drawings and words).● One group realized that with the board as pictured [include image], that the _____ team would win on their next turn. How did they know?● Here's a new rule we came up with for Gobblet Gobblers! Use drawings and words to show.● Explain how and why you created the new rule. Did you have to modify it after trying it out? Defend why it's a good new rule.● How did your new rule change your play or your strategies? Use drawings and words.● Imagine you've been hired to make a tips & tricks website for Gobblet Gobblers. Create two important tips to help players. Use drawings to help explain. Tip 1: Tip 2:● Take a look at the three boards, showing different opening moves for Gobblet Gobblers. Rank how good the move is by writing great, okay or poor on the lines below. Explain your ranking below each one by saying why. [include images]● In all of the games, students told us about playing on the sides or corners. Can you tell me how playing on the sides and/or corners helps in Gobblet Gobblers? Use drawings and words.● This board is a few turns into the game. You can see some pieces hiding! You're blue gobblet player. Draw where you would put your next piece. Why is it a good move? Use words. Start with the picture above -- can you show what the board would look like if there were 3 more moves? Explain. |
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Reflection Sheet: Gobblet Gobblers

Your Name: _____ Team Members: _____

1) Investigating and Analyzing Moves in a New Game!

- a) When the game started, did you move first or second? (Circle one): FIRST / SECOND
- b) Draw on the grid below where you placed your first gobblet:



- c) Why did you choose that spot for your gobblet? Explain with words and pictures.

2) What I Noticed about the Different Sizes of Gobblers after Touching and Moving Them!

a) What size of gobbler did you find was best for your first move? Circle one:



b) Why did you choose that size of gobbler to play first? Explain how you figured out that was the best size.

Think about for next time: When you play Goblet Gobblers again, what size of gobbler do you think you will choose to play first? Why?