

1: LESSON PLAN - Shifting Stones

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: Investigating game play to get to know the rules and to decide what turn to take (W1) ● Spatial reasoning: Become aware of their orientation to the board and how that impacts how they score (complete/match) cards in their hand to the game board (W1)
MATERIALS	<ul style="list-style-type: none"> ● Enough copies of <i>Shifting Stones</i> for your class, 4 students/teams of 2 per game ● Pencil for scorekeeping and pencil crayons for reflection sheet ● Scoresheet (print multiple for each group) ● Reflection sheet
SPECIAL CONSIDERATIONS	<ul style="list-style-type: none"> ● Could introduce game through modelling the game (ELL students) ● One round of Shifting Stones game play takes approximately 20 minutes. ● Students could switch which positions they sit in relative to north (change orientation) and switch weekly who starts ● Ideas for cooperative game play: <ul style="list-style-type: none"> ○ Play as a team for highest team score ○ Pair up with a team member and discuss strategies and turns ○ Play with open cards → discard cards to swap and flip tiles and set up fellow team players
LESSON ACTIVITIES	<ol style="list-style-type: none"> 1. Show box and start by asking questions about it. What do you notice? Has anyone played this before? This is a really new game – only came out in 2020! 2. Demonstrate playing several rounds of the game. Teachers or the teacher take a student who knows how to play the game; other students gather around, watch carefully, and discuss what they think the rules are. Students write ideas up on the board. 3. YouTube video, if needed. Overview of game rules: <ol style="list-style-type: none"> a. Set up: place tiles in 3 x 3 grid in middle of table. Shuffle pattern cards and deal 4 to each player. Place draw pile in North position of tiles. Distribute Tile Guide cards; dark card is the first player. b. Turn: discard a pattern card to either flip or swap a card. One discard per action. Try to create patterns shown on your pattern cards.

	<ul style="list-style-type: none"> c. Score a card when you complete the pattern by placing it face up in front of you. d. Replenish your hand up to 4 cards. e. You can skip a turn and draw 2 cards (but no shifting tiles or scoring cards). You can't do these two turns in a row. f. The game ends when a player gets the number of cards shown on the Tile Guide determined by number of players. Remaining players get turns until you get to the dark Tile Guide card. Record your score. The player with the most 1-point cards gets a 3 point bonus. Most points wins. <ol style="list-style-type: none"> 4. Divide students into their groups to play. <ul style="list-style-type: none"> a. Explore pieces, read rules that come with the game b. Could have open play - all tiles/cards visible to all players 5. Teacher circulates and prompts. 6. Student discussion of strategies. Encourage students to ask each other the questions and to explain what they are doing on a turn. <ul style="list-style-type: none"> a. Why did you choose to do that? b. Could you have tried a different strategy? c. How many points did that move equate to? 7. Ask students to complete the reflection – complete question 1 before they clean up the game. Complete the rest of the questions after class.
<p>QUESTIONS/ REFLECTIONS</p>	<p>Questions for students after finishing gameplay</p> <ul style="list-style-type: none"> ● Show a sample game board. What is your next move? Why did you do that? ● Which strategy did you use and why? ● Did you plan for future turns or just make turns as you could? ● Did you hold on to cards or discard them? ● What did you find the hardest? What did you find easiest? <p>Other questions to consider:</p> <ul style="list-style-type: none"> ● Which tile grids were easiest? Which tile grids were hardest to score? ● Did you try to score the hardest tile grids? ● What is a strategy you would like to try next time? ● How did you play with your team members? Did you help them? Or ask for help? ● Do you think this is the ideal group size to play this game? Why or why not? ● If you could modify the game, what would you do? Example: Add or take away cards or tiles.

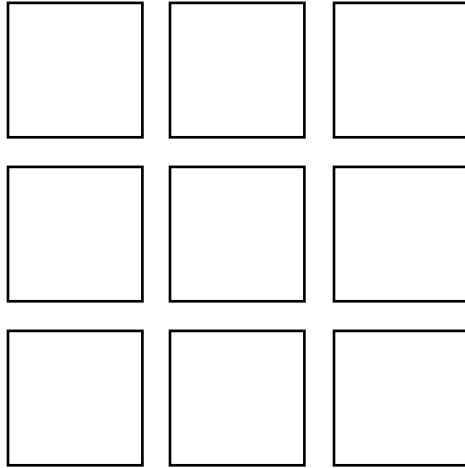
	<ul style="list-style-type: none">● Did you see any strategies that your teammates used that you would like to try next time?● Draw your last move showing which tiles you swapped/turned and which cards you scored.
--	--

Reflection Sheet: Shifting Stones

Your Name: _____ Team Members: _____

1) Orientation to the Board

Before you clean up the board today, draw the way the tiles look from where you are sitting.



Compare your drawing with other people at your table. Are the drawings exactly the same or different? Why?

2) Exploring your Cards and the Tiles

a) You got to know Shifting Stones a little this week through your first game. Can you explain two things you thought about at the beginning of your turns to decide what to play?

b) What do you want to try next week?

3) OPTIONAL QUESTION: Your Next Move

What is your next move? Please draw in!

Cross off the cards you would discard. Use arrows to swap or flip tiles. Circle the card(s) you scored.

The image displays the components of the Shifting Stones game. On the left is the game box. Next to it is a dashed box labeled "Discard Pile". To the right is a "THE GRID" card showing a 3x3 grid with arrows indicating possible moves between adjacent cells. Below these are 12 decorative tiles with various patterns and colors. On the right, four cards labeled 1, 2, 3, and 5 represent the player's hand. Card 1 has a blue tile and a grey tile. Card 2 has a red tile and a green tile. Card 3 has an orange tile and a yellow tile. Card 5 has a yellow tile, a red tile, and another red tile.

Why did you do that?
