

Context Clue Hunt

Students listen for the detail that matters most in a short situation.

1.P.ST.1.a "Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE CLUES _____

a	puddles	boots	Sam
b	stars	Lee	night
c	Tuesday	library	Ana

2 MATCH CLUES _____

Who?	•	•	place
Where?	•	•	time
When?	•	•	person

HOW TO RUN THIS PAGE

Read each short situation aloud and invite students to use what they already know and class talk to choose a helpful detail. Students show which detail matters for a question, then connect questions to useful kinds of context words.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE CLUES

SAY “I will read a short situation and then read the words in the row. Listen for the detail that helps answer the question, then circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	Sam wore boots because puddles covered the ground. Which word tells what was on the ground? Read: puddles, boots, Sam. Which word should you circle?	puddles
b	At night, Lee looked at the stars. Which word tells when this happened? Read: stars, Lee, night. Which word should you circle?	night
c	On Tuesday, Ana went to the library. Which word tells where Ana went? Read: Tuesday, library, Ana. Which word should you circle?	library

PART 2 • MATCH CLUES

SAY “Listen as I read the questions on the left and the words on the right. Talk with a partner about which word helps answer each question, then draw a line from each question to one word.”

- **Who?** matches **person**
- **Where?** matches **place**
- **When?** matches **time**

WHAT TO ACCEPT

Circle: puddles, night, library. Match Who? to person, Where? to place, and When? to time.