

Context Clue Circle

Find the context that matters most.

GRADE 10 • 10.P.ST.1.a

10.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 _____

OUR GROUND RULES Read together first

1 Talk about the topic, not people in your group.

2 Use a Move card only when its starter fits your idea or question.

3 Listen, then build on or question a classmate's point.

4 Let every player finish each turn.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes a different Role card.
3. Shuffle repeated Move-card sets and deal four cards to each player.
4. Take turns using a card starter in a real comment or question, then play that card in the middle.
5. When every card is played, agree on the three most relevant context components and explain why they matter.

AFTER THE ROUND Check what you did

☐ I used something I already knew, experienced, or observed.

☐ I named a fact, source, or person we could ask.

☐ I considered a perspective different from mine.

☐ I explained why one context component mattered more than another.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Phone Policy Choice Before deciding whether phones should be allowed during instructional time, which three context components should your group examine first, and why?	Later Start Debate Before recommending a later school start time, which three context components would be most relevant, and why?	AI Use Guidelines Before creating class guidelines for AI tools, which three context components should students and teachers examine, and why?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Watch for important background details that the group has not considered yet.	Source Sleuth Notice whether ideas come from experience, a source, or someone the group could ask.	Relevance Ranger Ask how each context detail could affect the group's decision.	Perspective Keeper Watch for people or groups who may experience the issue differently.

MOVE CARDS · deal 4 to each player

MOVE CARD RECALL EXPERIENCE “From what I have seen or experienced, ____.”	MOVE CARD RECALL EXPERIENCE “In my experience at school, ____.”	MOVE CARD PLAN RESEARCH “A fact or source we should check is ____.”	MOVE CARD PLAN RESEARCH “We could ask or look up ____ to learn ____.”
MOVE CARD INVITE PERSPECTIVE “I want to hear what ____ thinks about ____.”	MOVE CARD INVITE PERSPECTIVE “Someone who may see this differently is ____ because ____.”	MOVE CARD RANK RELEVANCE “This context matters most because ____.”	MOVE CARD RANK RELEVANCE “Compared with ____, ____ is more useful because ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

For groups of three or four, print enough repeated Move-card sets so each student receives four cards, then shuffle all copies together. After the last card is played, require the group to name and rank three relevant context components with a reason for each choice. If participation is uneven, direct the next speaker to use an Invite Perspective card to bring in a quieter player.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I have seen or experienced, students sometimes use phones to check assignments, but alerts can interrupt class.
Jordan	A fact or source we should check is how often teachers handle phone interruptions in a week.
Luis	I want to hear what students who use phones for translation think about a stricter rule.
Ava	Compared with personal preference, access to translation tools is more useful because it shows how a rule could affect learning.
Maya	This context matters most because students need a workable way to communicate and use required tools during class.

LISTEN FOR

- Relevant context details, not just general opinions
- Experience paired with a need to check facts or sources
- Specific people, groups, or sources to consult
- Clear reasoning about why one context component matters more

There are no right answers to the topic cards. Score the moves students make, not their opinions.