

Context Clue Circle

Find the details that shape a decision.

GRADE 11 • 11.P.ST.1.a

11.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 Speak from experience without sharing private details.

2 Treat guesses as questions, not facts.

3 Build on or respectfully question ideas.

4 Play a card only after you use its starter meaningfully.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Each player takes a Role card. Use two copies of the Move cards, then deal four to each player.
3. Discuss the question. Say a Move card's starter naturally, then place that card in the middle.
4. Use your Role job to keep the group focused on relevant context.
5. End when every dealt card is played. Check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I used what I know while recognizing what I still need to check.
- ☐ I asked for another person's perspective.
- ☐ I named a source or information I could research.
- ☐ I explained why one context detail was more relevant than another.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Policy Your school is considering a phone-free lunch policy. Which context details would you need before deciding whether the policy is fair and workable?	AI Drafts Your English class is deciding what AI support may be allowed on a first draft. Which context details are most relevant before the class makes a policy?	Later Starts Your district is considering a later high school start time. Which context details would matter most before the district makes a decision?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Captain Keep the group naming context details instead of jumping straight to a decision.	Perspective Finder Invite the group to consider who may experience the situation differently.	Source Scout Ask what information the group could check and where it could find it.	Relevance Rater Ask the group to explain why one context detail matters more than another.

MOVE CARDS · deal 4 to each player

MOVE CARD RECALL KNOWLEDGE “From what I already know, ____ may matter because ____.”	MOVE CARD RECALL KNOWLEDGE “I have seen or heard that ____, so we should consider ____.”	MOVE CARD INVITE PERSPECTIVE “Can someone with a different experience explain how ____ might matter?”	MOVE CARD INVITE PERSPECTIVE “I want to ask the group whether ____ affects this situation.”
MOVE CARD PLAN RESEARCH “A reliable source we could check is ____ because it could tell us ____.”	MOVE CARD CHECK SOURCES “Before we use that information, we should check ____.”	MOVE CARD RANK RELEVANCE “The context detail that seems most important is ____ because it changes ____.”	MOVE CARD RANK RELEVANCE “Compared with ____, ____ is more relevant because ____.”

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

RUNNING THE ROUNDS

Use two copies of the eight Move cards so each group of three or four can receive four cards per player. Strong rounds identify relevant context through prior knowledge, questions for others, and possible research rather than rushing to a final decision. If participation is uneven, pause the round and ask players with unplayed cards to use their role job or choose a card they can connect to the discussion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I already know, some students use lunch to contact family, so we should consider how a phone-free lunch policy could affect urgent communication.
Jordan	Can someone with a different experience explain how limited access to a family phone might matter?
Noah	A reliable source we could check is the attendance office because it could tell us whether students have scheduled lunch appointments or check-ins.
Ava	Before we use that information, we should check whether the attendance office records every lunch appointment.
Maya	The context detail that seems most important to investigate first is urgent family contact because it could affect whether a policy needs exceptions.

LISTEN FOR

- From my experience, but we should verify it.
- Whose experience might differ here?
- A school record, survey, policy, or reliable local source could tell us.
- This detail matters more because it changes the decision.

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