

Context Quest Cards

Find the details that matter before making a plan.

GRADE 3 • 3.P.ST.1.a

3.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 Take turns and listen closely.

2 Play a card only after you say its starter.

3 Choose details that help answer the topic question.

4 Explain why a detail matters.

HOW TO PLAY Teams of 3 or 4

1. Pick a TOPIC card and read its question.
2. Each player takes a different ROLE card.
3. Shuffle two copies of the MOVE cards and deal four cards to each player.
4. Take turns using a card starter, then play that card in the middle.
5. Keep talking until every dealt card is played, then check the reflection.

AFTER THE ROUND Check what you did

☐ I used something I already knew.

☐ I listened to ideas from my group.

☐ I named details that matter.

☐ I explained why a detail matters.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Rainy Recess Plan Your class may have indoor recess tomorrow. What do you need to know before choosing an activity, and how can you find it out?	Class Garden Choice Your class wants to grow one kind of plant. What do you need to know before choosing a plant, and how can you find it out?	Family Night Game Your class needs to choose a game for family night. What do you need to know before choosing a game, and how can you find it out?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Listen for important details about people, place, time, goals, rules, or materials.	Source Seeker Listen for whether ideas come from experience, group talk, or asking someone.	Why Wizard Ask how each important detail could change the group's choice.	Turn Tracker Make sure each player gets a turn to speak and play a card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
USE EXPERIENCE “From what I have done before, I know ____.”	USE EXPERIENCE “I remember that ____, so we should think about ____.”	NAME CONTEXT “One thing we need to know is ____ because ____.”	NAME CONTEXT “The ____ matters because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
ASK GROUP “I want to ask our group, ____?”	ASK GROUP “I would ask ____ about ____.”	FIND OUT “We could find out by ____.”	FIND OUT “A person we could ask is ____.”

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

RUNNING THE ROUNDS

For each group, print and cut two copies of the eight MOVE cards so every player can receive four cards. Run one topic per round, and require students to say the full starter before placing a card in the middle. If participation is uneven, have the Turn Tracker call on the player with the fewest cards played.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	From what I have done before, I know indoor games can get loud.
Noah	One thing we need to know is which room we can use because the room size affects our choice.
Luis	I would ask our teacher about which rooms are open.
Zoe	A person we could ask is the recess helper.
Mia	The noise rule matters because we need an activity that follows it.

LISTEN FOR

- Connections to a student's own experience
- Questions that identify missing information
- Details linked to why they affect the choice
- Plans to ask people or check a useful source

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