

Context Clue Circle

Talk, investigate, and choose what matters.

GRADE 6 • 6.P.ST.1.a

6.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 just your card.

2 Use each starter in a sentence that fits the discussion.

3 Listen and build on other players' ideas.

4 Let every player speak before you take another turn.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Take one Role card each. Leave out one role if your group has three players.
3. Use two shuffled sets of Move cards. Deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, play it in the middle.
5. When all cards are played, name the context details your group thinks matter most.

AFTER THE ROUND Check what you did

☐ I used what I already know.

☐ I asked a useful question or named someone to ask.

☐ I explained why a context detail mattered.

☐ I helped choose the details most relevant to the decision.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Field Day Choice Your class will suggest one activity for field day. Which context details are most relevant before choosing?	Reading Corner Your class wants to create a reading corner. Which context details do you need before making a plan?	Game Club Plan Your group wants to plan a lunch-time game club. Which context details do you need before choosing a day, place, and game?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Clue Catcher Listen for what the group already knows and what it still needs to find out.	Question Scout Notice when someone names a person or place to ask for information.	Key Picker Watch for details that truly affect the group's decision.	Link Builder Ask how each detail connects to the topic question.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RECALL CLUE “From what I know, ____ might matter because ____.”	ASK QUESTION “One question we should ask is ____.”	FIND A SOURCE “An informal way to find out is to ask ____ about ____.”	PICK A KEY “The most important context detail is ____ because ____.”
EXPLAIN LINK “That detail matters for our decision because ____.”	RECALL CLUE “I remember that ____, which could affect ____.”	ASK QUESTION “Before we decide, we need to know ____.”	PICK A KEY “We should focus on ____ before ____.”

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

RUNNING THE ROUNDS

Print two copies of the Move cards, so every group has enough cards for four per player. Use a new Topic card for each round, and have groups state their most relevant context details after the last card is played. In three-player groups, leave out one role; if participation is uneven, require a new speaker before anyone plays another card.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	From what I know, the lunch schedule might matter because the club needs enough time to play.
Noah	One question we should ask is which rooms are open at lunch.
Ava	An informal way to find out is to ask the custodian about rooms that are open at lunch.
Luis	The most important context detail is how much space we have because it affects how many students can join.
Mia	That detail matters for our decision because a crowded room may not be safe or fun.

LISTEN FOR

- Prior knowledge connected to a relevant detail
- Questions that identify missing context information
- Appropriate people or places named as information sources
- Clear reasons for ranking one detail as more relevant

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