

Context Clue Crew

Find the details that matter most.

GRADE 7 • 7.P.ST.1.a

7.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 speaking.

2 Use a card starter naturally.

3 Explain why a detail matters.

4 Play a card only after you use it.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and read its question aloud.
2. Each player takes a Role card, then deal four Move cards to each player. Print extra Move card copies if needed.
3. Talk about context details, using what you know and identifying people or sources that could help.
4. When you genuinely use your card's starter, place that card in the middle.
5. Keep taking turns until every Move card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I used what I already know without treating it as the only answer.

☐ I named a person or source we could ask or check.

☐ I considered people affected by the decision.

☐ I explained why a context detail matters.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone Policy What context details should a school know before deciding when students may use phones during the school day?	Group Grades What context details should a teacher know before deciding whether every group member should receive the same grade on a group project?	Event Timing What context details should student leaders know before choosing a time for a school event?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Detective Watch for details about the setting, time, rules, or purpose that could affect the decision.	People Mapper Watch for people affected by the decision and make sure the group considers their needs.	Know How Keeper Listen for prior knowledge and ask whether it connects clearly to the topic.	Question Scout Listen for missing information and suggest a person or source that could help answer a question.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
USE EXPERIENCE “From what I already know, ____ could matter.”	USE EXPERIENCE “I have noticed that ____, which could affect ____.”	PLAN RESEARCH “I could ask ____ because ____.”	PLAN RESEARCH “A source I could check is ____ because ____.”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
JUDGE RELEVANCE “A detail about ____ is relevant because ____.”	JUDGE RELEVANCE “____ matters more than ____ because ____.”	CHECK PERSPECTIVES “The people most affected are ____, so we should consider ____.”	CHECK PERSPECTIVES “To understand ____, I would ask ____ about ____.”

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

RUNNING THE ROUNDS

Use one Topic card for each 6 to 8 minute round, then let groups switch topics if time allows. For groups of three, set aside one Role card and provide 12 Move cards. For groups of four, provide 16 Move cards. If participation is uneven, require each player to play one card before any player takes a second turn.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I already know, the fact that some classes use phones as learning tools could matter.
Luis	A detail about whether teachers need phones for classwork is relevant because it could change the rule.
Ava	I could ask a teacher who uses phones in class because that teacher knows when phones support learning.
Noah	The people most affected are students and teachers, so we should consider their learning and classroom needs.
Maya	Phone use for classwork matters more than the phone brand students own because it helps decide when phones should be allowed.

LISTEN FOR

- "That detail could matter because..."
- "We would need to know..."
- "I could ask or check... because..."
- "That is more relevant than... because..."

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