

Context Clue Crew

Find the details that shape a decision.

GRADE 8 • 8.P.ST.1.a

8.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 one at a time.

2 Use a move card only when it fits your real idea.

3 Build on or question a classmate's idea.

4 Do not invent facts. Say what you know or need to check.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read the question together.
2. Each player takes one Role card and does that job during the round.
3. Use two copies of the Move cards. Deal four cards to each player and set aside extras.
4. When a starter fits your idea, say and finish it, then place that card in the middle.
5. When every dealt card is in the middle, agree on the context details that matter most and what you still need to check.

AFTER THE ROUND Check what you did

☐ I used prior knowledge or experience.

☐ I used an idea shared by a classmate.

☐ I identified a context detail that matters most.

☐ I named information we should check with a person or source.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Phone-Free Lunch What context should school leaders consider before deciding whether students may use phones during lunch?	Later Start What context should school leaders consider before moving the school start time later?	Service Project What context should students consider before proposing a required community-service project for all eighth graders?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Detail Detective Listen for context details and ask the group which details could affect the decision.	Memory Mapper Track ideas based on experiences or information group members already know.	Question Captain Track what the group needs to check and suggest a person or source to ask.	Priority Picker Help the group decide which context details are most important to the topic.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RECALL KNOWLEDGE “From what I already know, ____.”	RECALL KNOWLEDGE “In my experience, ____.”	ASK GROUP “What have you noticed about ____?”	ASK GROUP “Does anyone know ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
PLAN RESEARCH “We should check ____ to learn more.”	PLAN RESEARCH “A person we could ask is ____.”	CHOOSE CONTEXT “A context detail that matters is ____.”	CHOOSE CONTEXT “The detail we should include is ____.”

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

RUNNING THE ROUNDS

Print two copies of the Move cards for each group so every player can receive four cards. Circulate to make sure students use starters meaningfully, not just to empty their hands. If one student dominates, pause the group and require the next played card to come from a quieter player.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From what I already know, buses arrive before 7:30 a.m.
Diego	Does anyone know whether after-school practices depend on the current bus schedule?
Lena	A context detail that matters is when buses can bring students home.
Omar	We should check the district bus schedule to learn more.
Maya	The detail we should include is how a later start would affect families who need early drop-off.

LISTEN FOR

- Students separate prior knowledge from information they need to verify.
- Students name people or sources that could answer a question.
- Students explain how a detail could affect the decision.
- Students prioritize relevant context details instead of listing random facts.

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