

Context Clue Circle

Find the information that matters before a decision.

GRADE 9 • 9.P.ST.1.a

9.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 Use a card only when your idea fits the topic.

2 Say the whole starter, then finish it with a specific idea.

3 Listen to a classmate's idea before you respond.

4 Keep played cards visible in the middle.

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. Use duplicate Move cards so each player receives four cards.
3. Think about what you already know, what you need to find out, and what classmates notice.
4. Take turns speaking. When you genuinely use a Move card's starter, place that card in the middle.
5. End the round when every card is played, then complete the reflection.

AFTER THE ROUND Check what you did

☐ I used something I already knew, but did not treat it as the only evidence.

☐ I used a classmate's idea or question to build the discussion.

☐ I named a fact we would need to research and a possible source.

☐ I explained why a context component was especially relevant.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Start Times What context would your group need before recommending that school start 30 minutes later?	Phone-Free Lunch What context would your group need before deciding whether phones should be put away during lunch?	Service Requirement What context would your group need before requiring 20 hours of community service for graduation?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Mapper Notice experiences the group mentions and ask whether each one applies to this topic.	Source Scout Listen for missing facts and suggest a source that could check each fact.	Link Builder Invite classmates to connect, question, or extend an idea someone else shared.	Priority Pilot Track which context components seem most relevant and ask the group to explain why.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
RECALL EXPERIENCE “From my experience, ____ could matter because ____.”	RECALL EXPERIENCE “I have seen ____, which may affect ____.”	ASK GROUP “How does ____ connect to what we are deciding?”	ASK GROUP “Can someone explain what they know about ____?”
MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
PLAN RESEARCH “A reliable source could tell us ____, and that would help because ____.”	PLAN RESEARCH “Before deciding, we should find out ____ from ____.”	NAME PRIORITY “____ is key context because it could affect ____.”	NAME PRIORITY “Compared with ____, ____ matters more right now because ____.”

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

RUNNING THE ROUNDS

Run one Topic card as a round, then rotate roles and choose another topic. Strong rounds include prior knowledge, discussion, and a plan to check needed facts, rather than a quick opinion. If participation is uneven, ask the player with the fewest cards in the middle to speak next.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	From my experience, changing the school start time could matter because some students depend on buses.
Jordan	How does bus timing connect to what we are deciding?
Ava	Before deciding, we should find out whether bus schedules can shift from the district transportation office.
Noah	Bus schedules are key context because they could affect whether students arrive on time.
Mia	Can someone explain what they know about student sleep with a later start?

LISTEN FOR

- Relevant prior experiences linked to the decision
- Questions that seek specific missing facts
- References to classmates' ideas with follow-up questions
- Clear reasons for ranking one context component above another

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