

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 Use a starter to share a real idea or finding.

3 Choose details that help answer the topic question.

4 Explain why a detail matters.

HOW TO PLAY Teams of 3 or 4

1. Form a team of three or four. Print two card sheets. Choose a Topic Card and assign four roles; one child takes two roles in a team of three.
2. Give each player four Move Cards: one Use Experience, one Ask Group, one Find Out and one Name Context. Set extra cards aside.
3. Round 1: each child shares a relevant memory, then plays Use Experience. Round 2: each asks the group a question and listens to answers, then plays Ask Group.
4. Pause to investigate: ask your teacher a question and check a place, materials, a description or instructions. Round 3: each child reports a fact actually learned and its source, then plays Find Out.
5. Round 4: each child names a useful context detail, explains how it affects the choice, and plays Name Context. Agree on the two most relevant details; each child explains why one matters.

AFTER THE ROUND Check what you did

☐ I connected useful prior knowledge.

☐ I asked and listened to others.

☐ I shared a fact from our actual investigation.

☐ I explained why a selected detail matters.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Rainy Recess Plan Which indoor recess activity would fit our class? Ask your teacher about available space and rules. Look at the approved games or materials. Which details matter most?	Class Garden Choice Which plant could our class grow? Ask your teacher about the growing place, light and care plan. Look at that place or its teacher-provided description. Which details matter most?	Family Night Game Which game could families play at a class event? Ask your teacher about guests, time and space. Look at the available games or their instructions. Which details matter most?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Context Scout Listen for details about people, place, time, goals, rules or materials.	Source Seeker Track where facts come from: observations, answered questions or provided texts.	Why Wizard Ask how a detail could affect the group's choice.	Turn Tracker Help each child use all four kinds of move and explain a relevant detail.

MOVE CARDS · deal 4 to each player

MOVE CARD USE EXPERIENCE "From something I have done, I know ____."	MOVE CARD USE EXPERIENCE "I remember ____, so we should consider ____."	MOVE CARD ASK GROUP "What does our group know about ____?"	MOVE CARD ASK GROUP "What do you think we need to learn about ____?"
MOVE CARD FIND OUT "We asked ____ and learned ____."	MOVE CARD FIND OUT "We checked ____ and learned ____."	MOVE CARD NAME CONTEXT "The detail ____ matters because ____."	MOVE CARD NAME CONTEXT "This fact affects our choice by ____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two copies of the eight Move Cards: sixteen. Give each player one of each of the four move kinds; three players use twelve cards and set four aside. Use one set of roles and topics. Before play, be ready to answer questions and provide access to the selected place, materials or an accurate description. The dialogue is a short excerpt, not a complete four-round game or facts to assume about your classroom. Students must investigate during this activity; saying what they could ask later is not enough. Judge whether selected details are supported and useful, not whether students prefer the same game or plant. No final activity or plant is prescribed.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	From experience, I know running games need open space.
Noah	What does our group already know about games we can play at our desks?
Luis	We asked our teacher. She said we must stay in this room and keep the center path clear.
Zoe	We looked at the approved materials and found drawing paper and pencils.
Mia	The space rule and available materials matter most. They help us plan a seated drawing game instead of a running game.

LISTEN FOR

- Each child connects a relevant memory to the topic.
- Students ask real questions and listen to responses.
- Students report information actually gathered and name its source.
- The group selects relevant context details, and every child explains how a detail affects the plan.

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