

Context Clue Circle

Test assumptions with records and discussion before deciding.

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 _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before reading the records, tell a partner what you think a game club needs and jot one assumption in the margin. Then research this fictional case by reading records A-C. Underline evidence about purpose, participants, time, place, resources and constraints. Discuss which details matter most; keep assumptions separate from verified case facts.

Where Can the Game Club Meet?

Case and record A: room notice, October 1

All people and records in this case are fictional. A student team is planning a lunchtime game club for 18 students on October 8, from 12:10 to 12:35. The office notice lists two rooms: Room 12 holds 20 students and is free from 12:00 to 12:45; the library holds 30 and is free from 12:20 to 1:00. Both have tables and chairs. Room 12 has blue walls; the library has green walls.

Record B: teacher email, October 2

Ms. Ortiz writes: "I can supervise the club in Room 12 from 12:10 to 12:35 on October 8. I cannot supervise later that day. The club needs an adult supervisor for its whole meeting. I have six games for groups of three. Each game takes about 15 minutes. Leave five minutes at the end to pack up."

Record C: student sign-up summary, October 3

All 18 students on the sign-up list can attend from 12:10 to 12:35 on October 8. Ten prefer strategy games and eight prefer word games. Each listed student wants to play with classmates. No one has yet checked how many of the six available games are strategy games or word games. The final plan must identify a room, meeting time and relevant remaining question.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Record your initial assumption. Which record supports it, changes it, or leaves it uncertain? Use a specific detail.

- 2** Compare the two rooms for the whole planned meeting. Which room fits the time, capacity and supervision evidence? Cite the records.

- 3** What can the records tell you about games, and what remains unknown?

3 YOUR TURN _____ Your own words

Use your initial knowledge, your research in the supplied records and a real discussion to recommend a meeting plan. Rank the context details that matter most, explain their relevance with evidence and identify what still needs checking.

1. Discuss the evidence

Take turns proposing a plan with a partner. Each person must point to a record. Write one partner contribution and say whether it changed or confirmed your reasoning. If working alone, discuss with your teacher.

2. Prioritize and recommend

Recommend a room and meeting time. Rank three relevant context details and explain why each matters, citing A, B or C. Identify a less relevant detail and explain why it should not control the choice.

3. Identify the next check

State one remaining uncertainty, who or what could answer it, and how the answer would affect the plan. This proposed check is separate from the research you already did in the supplied records.

PART 1 • READ AND MARK

Before reading the records, tell a partner what you think a game club needs and jot one assumption in the margin. Then research this fictional case by reading records A-C. Underline evidence about purpose, participants, time, place, resources and constraints. Discuss which details matter most; keep assumptions separate from verified case facts. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Record your initial assumption. Which record supports it, changes it, or leaves it uncertain? Use a specific detail.	Example: I assumed any large room would work. Record A changes that: the library is unavailable until 12:20, after the planned 12:10 start. Accept students' own honest assumptions and evidence.
2	Compare the two rooms for the whole planned meeting. Which room fits the time, capacity and supervision evidence? Cite the records.	Room 12: record A gives capacity 20 for 18 students and availability 12:00-12:45; record B confirms supervision 12:10-12:35. The library cannot host the whole meeting because it opens at 12:20.
3	What can the records tell you about games, and what remains unknown?	Six groups of three can include all 18 students. The 25-minute meeting allows a roughly 15-minute game and five minutes to pack, with about five minutes left for setup. Records B-C do not give the number of each game type; preferences alone do not establish available choices.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Prior knowledge and research

I assumed the biggest room would be best. Record A showed that availability matters more: the library is not free for the first ten minutes of the meeting. Room 12 has space for 20 students, so it can hold the 18 who signed up.

Illustrative discussion note

A partner could point out that the whole meeting needs adult supervision. I would check record B, which confirms Ms. Ortiz can supervise in Room 12. Students should record their actual conversation rather than copy this invented example.

Ranked recommendation

Use Room 12 on October 8 from 12:10 to 12:35. First, whole-meeting supervision is required and confirmed by B. Second, the room is available for the whole time in A, and all participants can attend then in C. Third, A gives enough space for all 18 students. The wall colors in A do not affect this club's stated purpose, time or capacity, so they should not decide the room.

Remaining check

Ask Ms. Ortiz for the game inventory. B says there are six games, but C shows that the types are unknown. Knowing the types would help arrange groups around students' preferences without promising unavailable games.

TEACHER ASSESSMENT NOTES

Research here means actually consulting the supplied dated scenario records; no outside research or invented interview is needed. Observe a real discussion and evidence-based revision or confirmation of an initial assumption. Accept defensible relevance rankings: supervision, shared time and capacity are all important, and their precise order can vary. The library's larger capacity does not fix its later availability. Game preferences do not establish inventory. A proposed future question complements, rather than replaces, the completed records research. All case facts are fictional.