

Teamwork in Action

Notice how a team investigates, listens, and creates a helpful text.

3.P.CP.1.d “Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline actions that help the class work together. Circle the evidence the teams found, and number 1, 2, and 3 beside the main steps they used to solve the problem.

The Library Return Plan

- ① Ms. Chen's class noticed that many students left books on tables after reading. During a class meeting, Maya asked, “How can we help everyone return books?” The group took turns sharing ideas. Jamal said the shelves needed clearer labels. Priya wondered whether students knew where to find the return bin. The class chose to investigate before making a plan.
- ② First, teams watched the library during lunch. One team counted books left on tables. Another team asked students, “Where would you look to return a book?” They found that the return bin was behind a tall plant, and some shelf labels were hard to read. When the teams reported their findings, they listened without interrupting and asked questions to understand each report.
- ③ Next, the class solved the problem together. They moved the plant and put the return bin where students could see it. A writing team created a short sign that said, “Finished reading? Return books here.” Other students checked the sign. They suggested larger letters and an arrow. After the group agreed, they hung the sign beside the bin and watched what happened.

2 ANSWER WITH EVIDENCE Use the passage

1 Which discussion habit helped the group hear each person's ideas?

2 What did the teams do to investigate their question? Name two actions.

3 What two findings did the teams report to the class?

4 How did the class use feedback to improve its sign?

3 YOUR TURN Your own words

Choose one small classroom problem with a partner. Write a three-step team plan that includes a question to investigate, jobs for both partners and one listening rule, and a short sign or note your team will create to help solve the problem.

PART 1 • READ AND MARK

Underline actions that help the class work together. Circle the evidence the teams found, and number 1, 2, and 3 beside the main steps they used to solve the problem. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which discussion habit helped the group hear each person's ideas?	They took turns sharing ideas.
2	What did the teams do to investigate their question? Name two actions.	They watched the library and counted books left on tables. They also asked students where they would look to return a book.
3	What two findings did the teams report to the class?	The return bin was behind a tall plant, and some shelf labels were hard to read.
4	How did the class use feedback to improve its sign?	Other students checked the sign and suggested larger letters and an arrow.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. We will ask, "Why are markers left uncapped?" and count uncapped markers after art. 2. I will count markers, and Luis will ask classmates for ideas. We will take turns speaking and repeat an idea before adding our own. 3. We will make this sign: "Cap the marker when you finish!"

Accept answers that use equivalent details from the passage. For the open task, accept a realistic problem, a clear investigation question, shared jobs, a listening rule, and a helpful original sign or note.