Teamwork That Works

Read a model for planning a shared project.

3.P.CP.1.b "Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the group norms, circle the goal, number the procedures 1 through 4, and box one action that helped the group stay productive.

The Blue Team Poster

1. Ms. Chen asked her class to make a poster about saving water at school. First, the four students in the Blue Team made group norms, or rules for working together. They agreed to listen without interrupting, use kind words, and take turns. Jayden wrote the rules on a note card so the team could see them while they worked.

2. Next, the team chose a clear goal: create a poster that teaches students to turn off faucets tightly. They listed procedures, or steps. Mina would find water facts in a library book. Omar would draw a sink and faucet. Jayden would write short captions. Tia would check that the words and pictures matched the goal. They set a timer for fifteen minutes for each job.

3. While they worked, Omar began telling a long story about his dog. Tia pointed to the timer and said, "Let's finish our jobs first. You can tell us at cleanup time." The group returned to work. Mina found a fact, and Jayden asked everyone to listen before choosing it. At the end, Tia used a checklist. The team had followed its norms, finished on time, and made a poster with one clear message.

2 ANSWER WITH EVIDENCE

Use the passage

1. What are two group norms the Blue Team chose?

2. What was the Blue Team's goal for its poster?

3. How did the team divide its work? Name two jobs and the students who did them.

4. What did Tia do when Omar started telling a story, and how did it help the team?

3 YOUR TURN

Your own words

With two or three classmates, actually plan a welcome guide for a new student. Each person offers an idea. Together agree on two norms, one goal, three numbered job steps, and an on-task method. Record your shared plan and each member's contribution; check that everyone understands a job. You do not need to finish the guide today.

ANSWER KEY

Teamwork That Works

GRADE 3 · 3.P.CP.1.b

PART 1 · READ AND MARK

Underline the group norms, circle the goal, number the procedures 1 through 4, and box one action that helped the group stay productive. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What are two group norms the Blue Team chose?	**Any two: listen without interrupting, use kind words, take turns.**
2	What was the Blue Team's goal for its poster?	**To create a poster that teaches students to turn off faucets tightly.**
3	How did the team divide its work? Name two jobs and the students who did them.	**Any two: Mina found water facts, Omar drew a sink and faucet, Jayden wrote captions, or Tia checked that the words and pictures matched the goal.**
4	What did Tia do when Omar started telling a story, and how did it help the team?	**She pointed to the timer and asked the group to finish its jobs first. This helped the group return to work and stay on task.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Norms: We listen and use kind words.
Goal: Help a new student find important school places.
1. I list places.
2. Kai draws the map.
3. Rosa writes labels.
On-task method: Check our job list together.
Contributions: I suggested places; Kai suggested a map; Rosa suggested clear labels. We each explained our job.

Accept equivalent wording for the passage questions when the response matches the text. For the open task, accept reasonable norms, a specific shared goal, three workable job steps, and a clear strategy for staying productive. Arrange real small-group planning with adult support as needed. Observe each learner contributing, listening and agreeing on norms, goal, procedures and a productivity method. Assess the actual shared decision and contribution record, not only an imagined plan; full guide completion is unnecessary.