Garden Teamwork Plan

Notice how a group listens, shares jobs, and adjusts a plan.

4.P.CP.1 "Collaboration: Collaborate with others to accomplish shared goals and projects."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions the team takes to work toward its shared goal, then circle one place where members listen to different ideas.

A Garden for Pollinators

1. Ms. Vega's class wanted to make the school courtyard friendlier for butterflies and bees. They chose a shared goal: build a small pollinator garden before Family Night. At their first meeting, Mia wrote the group's ideas on a chart. Jordan measured the sunny area. Luis checked which native flowers could grow there. The group used everyone's notes to make one plan.

2. During the next meeting, the team noticed a problem. The flower list cost more than their budget. Jordan wanted fewer kinds of plants, but Mia worried that fewer flowers would attract fewer pollinators. Instead of arguing, they took turns explaining their reasons. Luis suggested asking the science club for extra seedlings. The team agreed to use the seedlings and buy only two other kinds of flowers.

3. On planting day, each person did a job from the plan. Mia labeled plant spots, Jordan dug holes, and Luis carried water. Two classmates placed mulch after asking where it was needed. When rain began, the group moved tools under a roof and divided the remaining work for the next day. At Family Night, they explained how listening, sharing jobs, and changing plans helped them finish together.

2 ANSWER WITH EVIDENCE

Use the passage

1. What shared goal did the class choose?

2. How did the group use different members' ideas and skills when making its plan?

3. What problem did the team face with the flower list, and how did it solve the problem?

4. What did the group do when rain began, and how did this help the project continue?

3 YOUR TURN

Your own words

With a partner or small group, create a brief shared plan for a classroom book-swap display. Each person offers an idea. Agree on a goal, at least two jobs, and a respectful way to decide between ideas. Together write 3 or 4 sentences stating the agreed plan. Add one sentence naming each person's actual contribution to this planning conversation. A teacher may join or support the group.

ANSWER KEY

Garden Teamwork Plan

GRADE 4 · 4.P.CP.1

PART 1 · READ AND MARK

Underline actions the team takes to work toward its shared goal, then circle one place where members listen to different ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What shared goal did the class choose?	**To build a small pollinator garden before Family Night.**
2	How did the group use different members' ideas and skills when making its plan?	**Mia recorded ideas, Jordan measured the area, Luis checked native flowers, and the group used everyone's notes.**
3	What problem did the team face with the flower list, and how did it solve the problem?	**The flowers cost more than the budget. The team got extra seedlings from the science club and bought only two other kinds of flowers.**
4	What did the group do when rain began, and how did this help the project continue?	**They moved tools under a roof and divided the remaining work for the next day.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group will create a book-swap display for the library by Friday. I will make labels, and Kai will sort books by genre while Nia checks that the books are in good condition. If we disagree about where a book belongs, we will each explain our reason, look at the library labels, and choose a place together. Planning record: Kai suggested sorting by genre, Nia suggested checking the books, and I suggested labels; we agreed to include all three ideas.

Accept answers that accurately identify evidence from the passage, even when students use different wording. For Part 3, accept a clear shared goal, at least two assigned jobs, and a respectful way to make a decision together. Arrange actual joint planning with peers or a teacher-supported group. Observe ideas contributed, a shared decision and roles agreed together; check the brief contribution record. A hypothetical individual plan alone does not complete this task. The original three-sentence model remains valid preparation; its added record demonstrates real joint planning. No library display needs to be implemented.