Teamwork Takes Root

Read how a group investigates a garden problem and creates a helpful guide.

5.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 each idea or action that helps the Green Team work together. Circle the sentence that shows how the team improved its guide.

The Green Team's Plan

1. During lunch, the Green Team noticed that the school garden's rain barrel was often empty. Maya said, "We should find out how much water the garden needs each week." Omar suggested asking the custodian where roof water could be collected. Instead of choosing one idea quickly, the group listed both questions on a chart and agreed to investigate them.

2. The next day, Omar learned that one downspout carried water from part of the gym roof. Maya measured the garden beds and used a watering can to estimate their needs. Their numbers did not match at first. Jada asked everyone to explain their method. After comparing measurements, the team found that Maya had counted a bed that already had a drip hose.

3. With the facts in front of them, the Green Team planned a one-page guide for classrooms that wanted to help. Omar drafted a map showing the downspout and barrel. Jada wrote steps for checking the barrel before watering. Maya read the guide aloud, and the others suggested clearer words. Together, they changed "use water wisely" to "check the barrel before using a hose."

2 ANSWER WITH EVIDENCE

Use the passage

1. What did Maya want the team to find out, and what did Omar suggest they ask about?

2. What did Jada ask the group to do when their numbers did not match?

3. How did the team solve the problem with Maya's measurement?

4. What change did the group make to improve its guide?

3 YOUR TURN

Your own words

With a partner, discuss how your class could reduce paper waste. Each contribute an idea and agree on a four-part team plan: one question to investigate, two jobs or ideas, a way to check findings, and one clear poster sentence. Write the agreed plan together. Record each person's actual contribution and one shared choice. A teacher may support your discussion.

ANSWER KEY

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GRADE 5 · 5.P.CP.1.d

PART 1 · READ AND MARK

Underline each idea or action that helps the Green Team work together. Circle the sentence that shows how the team improved its guide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did Maya want the team to find out, and what did Omar suggest they ask about?	**Maya wanted to find out how much water the garden needed each week. Omar suggested asking where roof water could be collected.**
2	What did Jada ask the group to do when their numbers did not match?	**She asked everyone to explain their method.**
3	How did the team solve the problem with Maya's measurement?	**They compared measurements and found that Maya had counted a bed that already had a drip hose.**
4	What change did the group make to improve its guide?	**They changed "use water wisely" to "check the barrel before using a hose."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: How many unused paper copies does our class throw away each week? Jobs: Eli can count copies in recycling bins, and Noor can ask students why copies are left over. Check: We will compare our counts and explain how we counted. Poster: Take only the copies you need.
Completed planning record: Eli suggested counting unused copies, and Noor suggested asking why copies were left; we agreed to include both methods and chose the poster message together.

Accept answers that accurately describe the team's ideas, investigation, problem solving, and revision using details from the passage. For Part 3, accept a realistic plan with all four requested parts and a specific, clear poster sentence. Arrange actual supported peer discussion and joint plan creation. Check exchanged ideas, a recorded shared choice and each contribution, alongside all four plan parts. Preserve the original investigation/jobs/check/poster scaffold. Full investigation or poster enactment is not required to complete this joint planning task.