Teamwork in Action

Read how one group builds a productive project plan.

6.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 shared goal, and number the procedures or actions that help the group stay productive.

The Garden Podcast Team

1. Ms. Lee's sixth-grade class planned a three-minute podcast about the school garden. Before anyone researched, the team met to make group norms. They agreed to listen without interrupting, respond to ideas respectfully, and ask before changing another person's work. They also chose a shared goal: teach younger students how the garden provides food and habitat. Maya wrote the agreements in a shared document, and every member typed initials beside them. This gave the team a clear promise to use during the project.

2. Next, the group set procedures for the work. On Monday, Omar would collect facts from the garden manager, while Priya would find photographs that could be described in the audio. On Tuesday, they would meet for ten minutes to compare sources and place their notes in labeled folders. Each person would write one section of the script by Thursday. If a member could not finish a task, that person would post a message by the day before the deadline so the group could adjust. These steps clarified each task and deadline.

3. During the first script meeting, two members wanted to use the same opening fact. Instead of arguing, they returned to their norm of listening and gave each person one minute to explain. The group selected the fact that matched the podcast goal, then recorded the choice in the shared document. Jordan noticed that the photo descriptions were missing, so he asked Priya what support she needed. Omar offered to help after his research was complete. At the next check-in, the team reviewed progress, solved one problem, and updated its task list.

2 ANSWER WITH EVIDENCE

Use the passage

1. What shared goal did the podcast team choose?

2. What procedure did the group create for a member who could not finish a task?

3. How did the team settle the disagreement about the opening fact?

4. What did Jordan do to help the group stay productive, and how did another member respond?

3 YOUR TURN

Your own words

Imagine you are planning a shared project with three classmates. Write a plan that includes one shared goal, two group norms, three procedures with roles or deadlines, and one way your group will handle a problem. Then meet with your three classmates, arranged by the teacher. Use speech, writing or communication support to share each person's ideas and actually agree on the goal, two norms and three procedures. Record your contribution, one teammate's idea and one agreed choice. Agreement without a disagreement is valid; you need not complete the project today.

ANSWER KEY

Teamwork in Action

GRADE 6 · 6.P.CP.1.b

PART 1 · READ AND MARK

Underline the group norms, circle the shared goal, and number the procedures or actions that help the group stay productive. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What shared goal did the podcast team choose?	**To teach younger students how the garden provides food and habitat.**
2	What procedure did the group create for a member who could not finish a task?	**The member would post a message by the day before the deadline so the group could adjust.**
3	How did the team settle the disagreement about the opening fact?	**They listened to each person for one minute and chose the fact that matched the podcast goal.**
4	What did Jordan do to help the group stay productive, and how did another member respond?	**Jordan noticed the missing photo descriptions and asked Priya what support she needed. Omar offered to help after finishing his research.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For our book-drive poster team, our goal is to create clear posters that persuade families to donate books. Our norms are to listen without interrupting and ask before editing another person's work; Eli will design the headline by Tuesday, Nia will write donation details by Tuesday, I will check facts on Wednesday, we will meet Thursday to combine our work, and if someone is stuck, that person will ask the group for help before the meeting.
Example completed planning record: I proposed a Thursday review; Eli suggested a Tuesday draft deadline. We each contributed and agreed to both steps so there would be time to check the poster. Our group also agreed on the goal, two norms and each person's role.

Accept equivalent answers that accurately identify details from the passage. For the open task, look for a clear goal, workable norms, specific procedures, and a realistic response to a problem. Arrange actual supported joint planning. Check each learner's contribution and the recorded shared goal, two norms, three role/deadline procedures and one actual agreed choice. Retain meaningful individual drafting. Accept full agreement and honest revisions; no completed public project or synthetic disagreement required.