Teamwork in Action

Read how a team plans, listens, and improves a shared project.

6.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 plan, listen, solve problems, or improve its work. Number 1, 2, and 3 beside three places where the team makes a decision together, so you can see how collaboration helps the group reach its goal.

The Cafeteria Podcast

1. On Monday, six students in Ms. Chen's class began a project to create a lunchtime podcast about reducing cafeteria waste. First, they agreed on a shared goal: teach students one action they could take during lunch. The group listed tasks on a chart. Aaliyah would interview the cafeteria manager, Mateo would gather facts about sorting trash, Priya would write questions, and Owen and Lila would record and edit the audio. Jordan would check the schedule and keep the team on time.

2. During their first meeting, Mateo wanted to focus only on plastic forks, but Aaliyah said many students also threw away unopened food. Instead of choosing quickly, Jordan asked each person to explain what evidence they had. The team decided to include both topics in one short episode. Priya revised her questions after hearing Aaliyah's interview plan. When Owen noticed that recording time was limited, Lila suggested making a two-minute outline before they used the microphone. Everyone agreed, and Jordan added the new deadline to the chart.

3. On Friday, the group listened to the finished podcast together. Owen thought the ending needed a clearer action step, while Priya believed it was already complete. They played the last twenty seconds twice and compared it with their shared goal. Then they added one sentence asking listeners to choose reusable utensils when possible. Aaliyah checked that the sentence matched the interview facts, and Mateo made sure it fit the time limit. By reviewing the work, listening to different views, and adjusting one part, the team completed a project they all supported.

2 ANSWER WITH EVIDENCE

Use the passage

1. What shared goal did the team agree on before assigning jobs?

2. How did Jordan help the team respond when Mateo and Aaliyah had different ideas?

3. What problem did Lila's two-minute outline solve?

4. How did the group decide what to do with the podcast ending?

3 YOUR TURN

Your own words

Write a three-sentence plan for a team project that could improve your school. Name at least three teammates besides yourself, state one shared goal, give each person a job, and explain how the team will make a decision if members disagree. Then meet with your named group, arranged by the teacher, and share your ideas using speech, writing or communication support. Each member contributes; agree on a shared goal, roles and one planning decision. Record your contribution, another member's idea and the group's decision. Agreement without disagreement is valid; completing the whole project is not required.

ANSWER KEY

Teamwork in Action

GRADE 6 · 6.P.CP.1

PART 1 · READ AND MARK

Underline actions the team takes to plan, listen, solve problems, or improve its work. Number 1, 2, and 3 beside three places where the team makes a decision together, so you can see how collaboration helps the group reach its goal. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What shared goal did the team agree on before assigning jobs?	**They wanted to teach students one action they could take during lunch to reduce cafeteria waste.**
2	How did Jordan help the team respond when Mateo and Aaliyah had different ideas?	**Jordan asked each person to explain the evidence for the idea.**
3	What problem did Lila's two-minute outline solve?	**It helped the group use its limited recording time.**
4	How did the group decide what to do with the podcast ending?	**They listened to the ending again, compared it with their shared goal, and added a clear action step.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My teammates Noor, Caleb, Mei, and I will create a map that helps new students find important places in our school. Noor will survey new students, Caleb will draw the map, Mei will check directions, and I will organize the information and set deadlines. If we disagree about what to include, we will each give a reason, vote after listening, and record the group's choice.
Example completed meeting record: I suggested a map of main rooms; Mei suggested adding office hours. After each person contributed, our group agreed to include room names and hours because both help new students.

Accept answers that identify the team's shared goal, assigned roles, listening to evidence, joint decisions, and revision of the podcast. For Part 3, accept realistic plans with at least three named teammates besides the writer, a shared goal, clear roles, and a fair decision-making process. Arrange a real supported group meeting after individual drafting. Check actual contributions, listening and a jointly agreed goal/roles/decision recorded by the learner. A hypothetical plan alone is preparation. Accept full agreement; no forced disagreement or whole-project completion required.