Teamwork in Action

Read how a group plans, decides, and adjusts to reach a shared goal.

7.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 the team's shared goal, circle each assigned job, and number the actions that helped the group make a decision or adjust its plan.

Building a Reading Nook

1. At Ridgeview Middle School, six students planned a lunchtime Reading Nook for the library courtyard. Their shared goal was to create a quiet, weather-ready space where students could read during lunch. Before choosing supplies, the team asked the librarian about space, safety, and budget. Then they listed jobs on a chart: Maya would measure the area, Jordan would research outdoor furniture, Eli would sketch the layout, and the others would contact the art club, compare prices, and organize the workday.

2. During their first meeting, Jordan wanted bright metal chairs, but Maya pointed out that the budget could not cover them. Instead of voting immediately, the group used a decision routine. Each person named one benefit and one concern, while a recorder captured the ideas. They agreed that comfort, cost, and rain resistance were their criteria. After comparing two options, they chose recycled-plastic benches. Jordan did not get the first choice, yet he supported the decision because the team had used the same criteria for every option.

3. The workday showed why a plan can change. The art club finished its signs early, so two artists joined Eli to paint a welcome mural. Meanwhile, a delivery arrived late, leaving only one bench to assemble. Rather than blame the delivery team, the students updated their job chart. Maya and Jordan assembled the bench, while others prepared the second site for a later delivery. At the end, the group checked the courtyard against its goal, thanked contributors, and wrote three notes for the next workday: bring screws, confirm delivery times, and leave time for cleanup.

2 ANSWER WITH EVIDENCE

Use the passage

1. What was the team's shared goal? Name one step they took before choosing supplies that helped them work toward that goal.

2. How did the group handle the disagreement about seating? Explain how its decision routine was fair to the group.

3. What did the team do when the bench delivery arrived late? How did this response help the project continue?

4. How did the group evaluate its work and prepare to collaborate better on the next workday?

3 YOUR TURN

Your own words

With a partner or small teacher-supported group, actually exchange one project idea from each member. Use a fair decision routine to agree on a shared school-improvement goal and three different roles. Write the jointly agreed plan: goal, roles, decision routine, and how you would adjust after a setback. Record who participated, one idea each member contributed, and one decision you reached together. Exchange may be spoken, written or supported communication; do not only invent a group. You need not carry out the whole project today.

ANSWER KEY

Teamwork in Action

GRADE 7 · 7.P.CP.1

PART 1 · READ AND MARK

Underline the team's shared goal, circle each assigned job, and number the actions that helped the group make a decision or adjust its plan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What was the team's shared goal? Name one step they took before choosing supplies that helped them work toward that goal.	**Their goal was to create a quiet, weather-ready reading space in the courtyard. Before choosing supplies, they asked the librarian about space, safety, and budget.**
2	How did the group handle the disagreement about seating? Explain how its decision routine was fair to the group.	**Each person gave one benefit and one concern, and the group used the same criteria, comfort, cost, and rain resistance, to compare both options.**
3	What did the team do when the bench delivery arrived late? How did this response help the project continue?	**They updated the job chart, reassigned Maya and Jordan to assemble the bench, and had others prepare the second site. This kept people working instead of blaming others.**
4	How did the group evaluate its work and prepare to collaborate better on the next workday?	**They checked the courtyard against their goal, thanked contributors, and wrote notes about screws, delivery times, and cleanup.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example record from a completed planning exchange: Nia proposed a lost-and-found display; Owen proposed clearer labels; Priya proposed asking the office for a location. We compared safety, cost and usefulness, then jointly chose the display and assigned roles.
Agreed plan: Our team will create a clearly labeled lost-and-found display so students can find items quickly. Nia will sort items, Owen will make labels, and Priya will ask the office for a location; we will compare ideas using safety, cost, and usefulness, and if the printer fails, we will handwrite temporary labels while one member finds another printer.

Accept equivalent answers that accurately describe the team's goal, roles, decision process, adjustment, and reflection. For the open response, look for a specific shared goal, three workable roles, a fair decision process, and a realistic response to a setback. Observe or read the actual joint planning exchange and check the participant/contribution/decision record. Both partners must contribute and confirm the plan; honest agreement without changing an idea is valid. A merely hypothetical individual plan is not the completed collaboration. Provide an accessible partner or small group; no full project enactment is required.