# Teamwork Task Map

See how clear roles guide group work.

**5.C.1.B** "Share responsibility for the learning based on assigned roles and/or task expectations."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline words that name a person's job, circle details that explain what the person must do, and put a star beside a detail showing teammates checking or supporting work. These details show how a group shares responsibility.

### Planning the Book Swap

1. Ms. Rivera's fifth-grade class planned a lunchtime book swap. At their first meeting, the group chose Maya as coordinator, Eli as sign maker, Noor as book sorter, and Ben as announcement writer. Maya listed each job on a planning chart. The chart said when each task was due and what a finished task should include. For example, Eli needed three clear signs with the swap date, place, and rules.

2. Two days later, Noor noticed that several donated books had no reading-level labels. She told Maya instead of guessing or leaving the problem for someone else. Maya asked Ben to help Noor for fifteen minutes after he finished his announcement draft. They agreed that Noor would sort the books, while Ben would attach labels from the class guide. Each person still kept responsibility for the main job listed on the chart.

3. On Friday, the group met beside the library doors to check their progress. Eli brought the signs, and Ben read the announcement aloud. Noor reported that the books were sorted and labeled. Maya compared every task to the planning chart and noticed one missing item: a box for books that could not be traded. Ben offered to bring a labeled box on Monday, and Maya added the new task and due date to the chart.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What information did Maya put on the planning chart to help the group share responsibility?

2. What did Noor do when she found books without labels, and why was that a responsible choice?

3. How did Ben help Noor while still completing his own assigned role?

4. How did the group handle the missing box for books that could not be traded?

## 3 YOUR TURN

Your own words

Work in a group of two to four learners to make one shared class-museum planning card. Agree each person's role, distinct task expectation, and due time. Each person must now contribute one part: a safe-object idea, a label, a display arrangement, or welcome words. Combine the parts on an extra sheet and check that each agreed contribution is included. Below, record your role, actual contribution, and one progress check or specific help offered. An adult can support the group; the full museum does not need to be held.

**ANSWER KEY**

# Teamwork Task Map

**GRADE 5 · 5.C.1.B**

## PART 1 · READ AND MARK

Underline words that name a person's job, circle details that explain what the person must do, and put a star beside a detail showing teammates checking or supporting work. These details show how a group shares responsibility. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What information did Maya put on the planning chart to help the group share responsibility? | **Each person's job, when each task was due, and what a finished task should include.** |
| 2 | What did Noor do when she found books without labels, and why was that a responsible choice? | **She told Maya instead of guessing or leaving the problem for someone else.** |
| 3 | How did Ben help Noor while still completing his own assigned role? | **He attached labels after finishing his announcement draft, while keeping responsibility for the announcement.** |
| 4 | How did the group handle the missing box for books that could not be traded? | **Maya noticed it during the progress check, Ben offered to bring a labeled box on Monday, and Maya added the task and due date to the chart.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group agreed to finish a planning card today: Ava chose a safe object, Jamal wrote its label, Lina sketched the display, and Owen wrote welcome words. I was Jamal, the label writer. I wrote “Our class reading log shows books we finished.” We combined the object idea, label, arrangement, and welcome on one card. Our progress check found all four contributions; I helped Lina place my label beside the object in her sketch.

Accept answers that identify assigned roles, clear task expectations, progress checks, and specific support from teammates. For the open task, accept reasonable roles and deadlines if each member has a distinct responsibility and the response explains shared problem solving. Observe the real joint planning and each learner’s agreed contribution, using a supported small group. Check that roles/task expectations are agreed, parts are actually contributed and combined, and the record describes a real progress check or specific support. A completed planning card suffices; no full museum event or forced unfinished task is required.