

Matching

Sometimes, you will need to work together with other people to solve a problem. There are 8 steps in the life cycle of collaboration. Match each step with its meaning. Type the number of the step next to its meaning.

1	Compromise	Figuring out a timeline for yourself to know when things need to be done.	<input type="checkbox"/>
2	Reflect	Members find areas they can agree on.	<input type="checkbox"/>
3	Motivate	Look over everything. Can it be changed?	<input type="checkbox"/>
4	Self-coordinate	You are ready to find a solution to a problem.	<input type="checkbox"/>

/4

Reading Passage

Group Tower Building

It is good for people to work together. We can fix problems and build projects faster and better. In small groups of 3-4, build a tower with marshmallows and toothpicks to hold weight.

What you will need:

- box of toothpicks
- bag of marshmallows
- objects of various size and weight



Start with 20 toothpicks and 10 marshmallows. Work together to build a tower. Place a small item on the top. Does it hold? If it does, add 20 more toothpicks and 10 more marshmallows to build higher.

Comprehension Questions

Read the following questions on this slide and the next slide. Drag the red circle to GOOD if the sentence shows good conflict. Drag it to BAD if it is an example of bad conflict in a group. Explain each answer. Type your answer in the boxes.

1. Emily does not feel as if Joan is pulling her weight within the team. She is secretly asking the other team members if she should kick her out of the group.



GOOD

BAD

/2

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts ✓	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text ✓	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts ✓	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /62