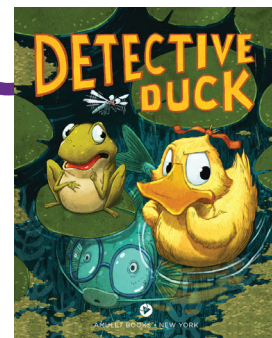




Change and Collaboration Teacher's Guide

IMAGINATION IN ACTION



This guide helps teachers **PREPARE** for the Crayola Creativity Week daily theme *Change and Collaboration*. You can print the two downloadable Thinking Sheets: *Clue-Gathering Team* and *Which Words?* or you could use the Thinking Sheets as your guide while students work on plain paper. Either way, students can use a variety of art materials you have on hand.

In his book *Detective Duck: The Case of the Missing Tadpole*, Henry Winkler shares an imaginative story of an impressive duck who gathers a community of creatures who live in and around the pond to solve the problem of a missing tadpole. When they realize they face a larger environmental problem they engage a human team to help.

Challenge students to examine local or global problems and form teams that will collaboratively find ways to change the troubling situation. Ask students how their real-life experiences of gathering clues and generating innovative solutions compare with the problem-finding and problem-solving done by teams in the book. As students report on their collaboration and the change they want to see, ask them to use robust, descriptive language and expressive illustrations inspired by the book.

LEARNING OBJECTIVES—Students will:



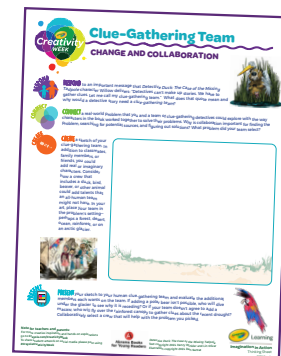
- be inspired by the book's characters who collaborate to explore a problem and find innovative solutions,
- detect their own strengths as they engage in problem-finding and problem-solving strategies,
- identify a team that could help them gather clues and solve problems,
- add humor and robust, descriptive language to vignettes they describe,
- reveal the complex realities of environmental protection, and
- build upon the lessons taught by the duck detective when they serve as real-world champions of change for the environment or another cause that matters to them.



Using the *Clue-Gathering Team* Thinking Sheet, students will **RESPOND** to Henry Winkler's description of teamwork by forming a team that collaboratively finds a problem, gathers clues, and develops innovative solution ideas.



CONNECT the power of creativity and imagination to this story. Why do students think the author chooses a duck to be the lead detective? What talents might a bird, beaver, duck, or other animal have that an all-human clue-finding team might not? How does the exploration of different talents and interests **CONNECT** with real-life and the teams students form?



As students **CREATE** their *Clue-Gathering Team* sketch, have them consider individuals beyond their circle of friends and family and include some non-traditional or imaginary characters who would benefit the team. Their setting should reveal clues about the problem they want to tackle.



As students **PRESENT** their art to classmates have them evaluate the *clue-gathering team* members proposed and discuss the skills that would be added as diverse membership increases. Have a class discussion about how collaboration is enhanced when everyone brings a unique point of view or set of skills.



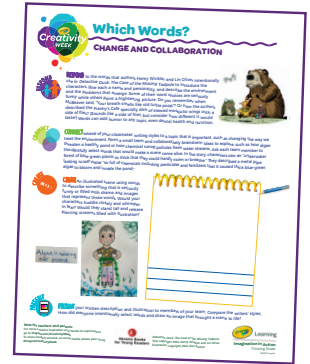


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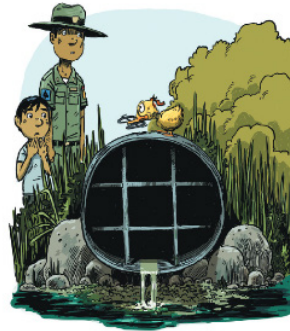
Ask students to **RESPOND** to the word choice examples included on the *Which Words?* Thinking Sheet. Have a class discussion about the importance of intentionally using descriptive words. How can words paint a picture that brings a story to life?



Ask students to **CONNECT** scenes from *Detective Duck: The Case of the Missing Tadpole* with the author's vivid descriptions and the illustrator's detailed images. Students can work in pairs or small groups to collaboratively pick a scene from this story or one that fits a real-life problem. They will brainstorm descriptive language that paints a picture of the scene. They might be seriously funny or filled with drama using words that help readers feel the warmth of the huddle or jump away from a piercing scream.



Students will use the group's brainstormed words to individually **CREATE** an illustrated scene that will capture the readers' attention. Their art should align with the descriptive words they chose. It could be humorous, frightening, or intriguing.



Algae is ruining
our pond.



As students **PRESENT** their art and written descriptions, have classmates respond to their word choices by verbalizing other words that could also be used to describe this scene. These class contributions reinforce that there are many different ways to paint a scene with words.



After students have completed the *Change and Collaboration* activities, display the Thinking Sheets so students can see the visual variety while discussing the many different ways to solve problems and use words and art to represent a scene.

Note for teachers and parents:

For more creative inspiration and hands-on explorations go to Crayola.com/CreativityWeek
To share student artwork on social media please post using [#CrayolaCreativityWeek](https://twitter.com/CrayolaCreativityWeek)
We can't wait to see what they create.



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