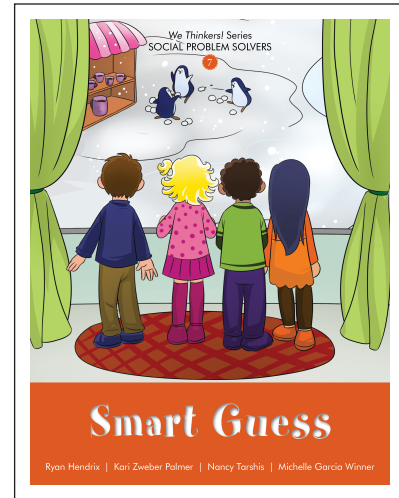


## Unit 7 Smart Guess

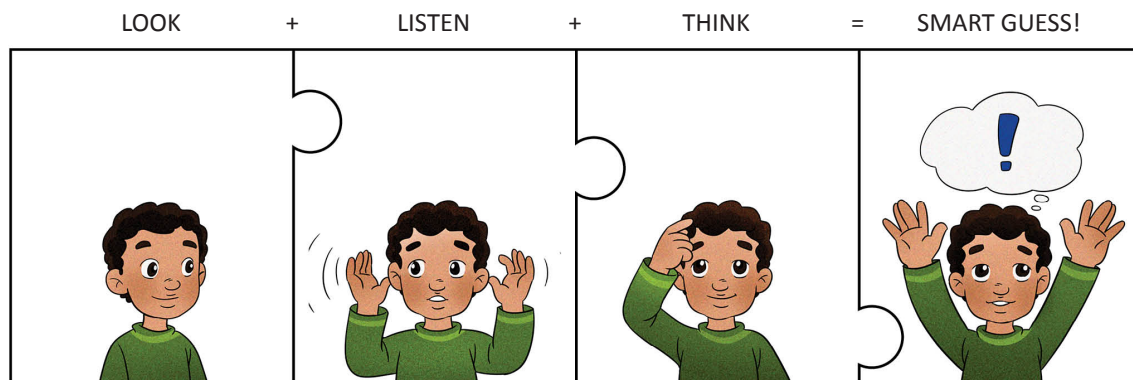


### Family Letter and At Home Activities

In our Social Thinking group we are learning about the concept of making a **smart guess**. A smart guess is when we take what we observe and combine that with what we know to make a guess.

A smart guess means the same thing as an “educated guess” but the term is more kid-friendly and one that younger kids can more easily learn to understand.

When we’re sharing space with others, we have to make smart guesses to interpret and respond to the situation and the people in it. We can make smart guesses about the *hidden rules*, about people’s *thoughts and feelings*, and about the *group plan*. (These three concepts and a few others mentioned below in italics were introduced to children in earlier storybooks in this series.) To make a smart guess we have to **look, listen and think**. When we look we are *thinking with our eyes*, we use *whole body listening* to interpret what people are saying and we think about what we already know. We call this the **Smart Guess Formula**.



We also make smart guesses about what people mean by what they say. For example, when you tell your children “it’s dinner time” you expect them to know they should stop what they’re doing and come to the dinner table. In some families children are also expected to know they should wash their hands before eating.

We make **wacky guesses** when we have no information (or clues) or experience to help us figure out what’s going on. If our guess is wrong it’s okay (and even expected!) because we didn’t have clues to help us! If we don’t think with our eyes, listen to what is happening around us or use what we already know, we might make a wacky guess, even when clues are there.

Wacky Guess



In our group we’re reading the storybook, *Smart Guess: Mystery Adventure*.<sup>\*</sup> In the story the main characters Evan, Ellie, Jesse and Molly have a mystery adventure. Only one of the children, Ellie, knows the plan for the day. She has the information in her brain, but doesn’t share it with the other kids. Before the other kids have any clues, they think they could be doing anything—maybe cooking or doing an art project. Only Ellie knows! She wants them to guess. As the story moves along the kids uncover clues to help them figure out the plan. To make a smart guess they have to use what they see and what they hear, and combine that with what they already know to come up with a smart guess. Ellie’s plan is for them all to play outside in the snow. The mystery involves the kids figuring that out!

### Activities to try at home

1. Look for and help your child notice everyday clues that help us make smart guesses about what people are thinking and planning and what will happen next. Point out clues like:
  - The supplies or materials for an activity
    - “I see you have crayons and paper out. My smart guess is that you’re going to draw a picture.”
    - “We have a bucket of water, dish soap, and bubble wands. Can you guess what we’re going to do?”
  - Items out on the counter before cooking
    - “I see there are eggs, chocolate chips, sugar and butter here. I’m making a smart guess someone is going to make cookies!”
    - “We have peanut butter, jelly and bread out. Make a smart guess. What do you think we’re going to make?”

- What others are going to do next
    - “Your brother is sitting down at the table with his backpack and papers. I think he’s going to do his homework.”
    - “I just put on my jacket and now I’m picking up my keys and bag. What do you think I’m going to do now?”
    - “You’ve got your pajamas on, you’ve brushed your teeth and I’m holding a book. Can you make a smart guess about what we’re doing next?”
  - What we mean by what we say
    - “When I say ‘it’s bedtime’ I am thinking about you putting on your pajamas, brushing your teeth, and... what else? Make a smart guess!”
    - “When I say ‘dinner time’ it’s expected that you stop what you are doing, go wash your hands, and come sit at the table.”
    - “I said ‘it’s time for school.’ I see you are still reading. I am making a smart guess you didn’t know what I was thinking. When I say ‘it’s time for school’ I mean put your book away and get your sweater and book bag.”
2. Play the game, *I Spy*. Find an object around the room and give your child clues about it: what you see (physical attributes), hear (a sound it might make), and know/remember about the object (from past experience). For example: “I spy something red with wheels. It makes a “vroom” sound. I remember we drove this toy on the floor this morning!”

\*The storybook mentioned in this letter is part of *Social Problem Solvers*, Volume 2 of the *We Thinkers!* series, our Social Thinking early learner curriculum. Volume 1 (*Social Explorers*) and Volume 2 each consist of five storybooks that introduce social concepts through a themed adventure, and a curriculum book with units, activities and tips to teach the concepts. A music CD, *The Incredible Flexible You*, supports the curriculum with 12 songs, each of which relate directly to the Social Thinking Vocabulary concepts introduced in the two volumes. It’s not necessary to purchase any of these materials to work with your child on these concepts at home. The Family Letters share basic information and vocabulary and suggest some at-home activities. Also, there are many free articles on the Social Thinking website that describe the core philosophy of Social Thinking ([www.socialthinking.com](http://www.socialthinking.com)).

The music CD and each set of five storybooks are sold separately from the curriculum, should you like to extend your child’s learning at home. Parents purchasing either the storybook set(s) or the music CD for at-home use are eligible to enter discount code “storybooks10” at checkout to receive 10% off the retail price of those products.

NOTE: Volume 1 of *We Thinkers!* was previously released under the name, *The Incredible Flexible You*. The name was changed in early 2016, however the content in all materials in Volume 1 remained the same.