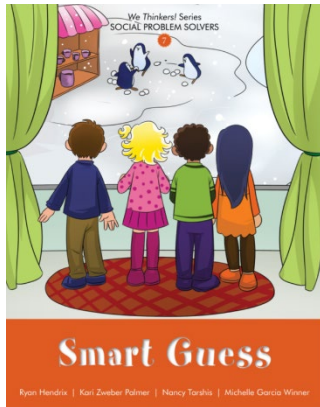


## Social Thinking Concept 7: Smart Guess



### **Why do We Teach this Concept?**

The ability to make a smart guess is at the heart of acquiring critical thinking skills used for social and academic problem solving, accessing the academic curriculum, and relating to other people. Making a smart guess is a precursor to making predictions and inferences, skills that can be difficult for students who struggle with social learning. To make a smart guess we take what we observe (situation clues, people, body language, tone of voice, etc.) and add it to what we know (both general situational knowledge and specific personal knowledge) to formulate a reasonable guess, prediction or inference. We contrast this with the concept of a wacky guess.

### **Materials:**

- Book 7: Smart Guess and Unit 7 Plan
- Family Letter and At Home Activities
- Optional Music Activity: Music CD Track 8 “Look, Think, Guess, Know”
- Visuals: Smart Guess Formula Visuals and Wacky Guess Image

### **Activities:**

- Read Book 7 Smart Guess:
  - See Unit Plan handout for ideas on what to discuss at each “stop and notice” icon.
  - More generally, the look-listen-think model is used to make a smart guess. You may need to spend time to review previous concepts such as “Thinking with Your Eyes” to help find clues.

- Mystery box activity:

#### **Smart Guess**

- Hiding an object in a box after showing them the possible objects. Give examples of clues about how to get information to make a smart guess (e.g., “Let’s feel inside the box...you feel something round and smooth...Maybe it’s a ball? That’s a great smart guess! We don’t know yet, we don’t have ALL of the clues.”)
- Reduce number of clues as they get better and better at making a guess.

#### **Wacky Guess**

- Hiding an object in a box but do not show them the possible objects. This allows for opportunities of the student making wacky guess (e.g. “What’s in the box? Let’s start by making a wacky guess: A tiny elephant? That’s a great wacky guess! We don’t have any clues to help us.”)

- Snowman Making
  - Have students make a smart guess about the group plan based on the clues as you complete the art project.
  - Mystery box can be used as a visual reminder.
- Whenever you make an inference about another child in the classroom (e.g., Johnny has crayons and paper), point your thinking out and all the clues you see/hear to the student out loud (e.g., “Johnny has crayons. I think he is going to draw a picture.”)

### **Language to Reinforce the Concept**

*After teaching the concept, use these words in everyday activities:*

- Help your students break down what they see and hear and already know (I see...., I hear...., I already know...., I remember....)
- Use vocabulary during transitions (“We were building with blocks. I put the blocks back into the bin. Now I am setting out paper, brushes and paint. Do you see any clues? Can you make a smart guess about our group plan?”)
- Help make students make smart guesses about group plans that come up in the classroom (e.g. It’s lunch time. What are the clues?)

### **Teachable Moments**

- During book reading, ask students to make a smart or wacky guess about what the characters are thinking, feeling, or doing. This can be done with most books, but try:
  - Who is Driving? - Leo Timmers
  - Guess What I Am - Anni Axworth
  - Elephant & Piggie series - Mo Willems
- When the student makes a guess and it is wrong, that is ok! Because we did not have enough information to help us. Encourage students to keep using their social thinking skills and “look-listen-think”!