

This thinksheet  
supports concepts  
taught in Book 4:  
Body in the Group  
(We-Thinkers Vol. 1)

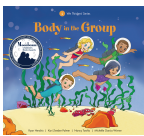
## Body in the Group Activity

Keeping your **body in the group** means maintaining a comfortable physical presence around others – not too close yet not too far away.

1. Look at the image of the ocean scene on the next page. Circle the animals/people that have their bodies in the group.

- . What makes it a group?
- . How can you tell if bodies are in the group?
- . Which animals have their bodies out of the group?
- . How can you tell?

2. On the last page, draw your own **body in the group** picture!



This thinksheet supports concepts taught in Book 4: Body in the Group (We-Thinkers Vol. 1)

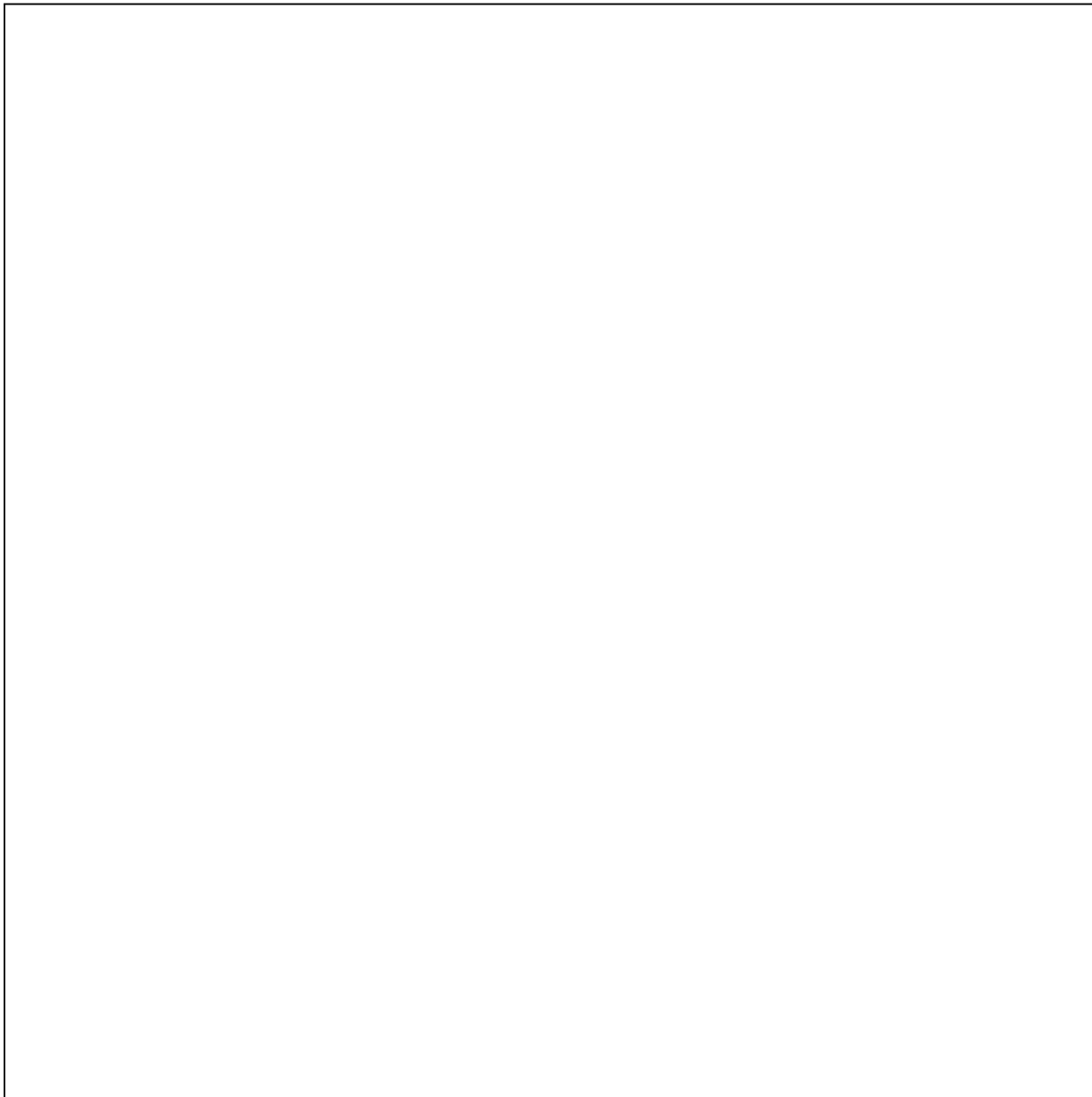




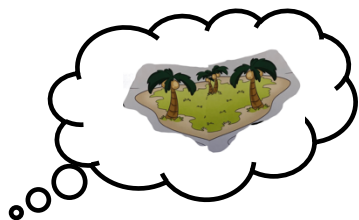
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Now, draw your own **Body in the Group** picture! Get creative. Use your imagination! Some ideas could be:

Your family or friends doing something fun  
Some sea creatures in an underwater scene  
Maybe some space aliens exploring space rocks

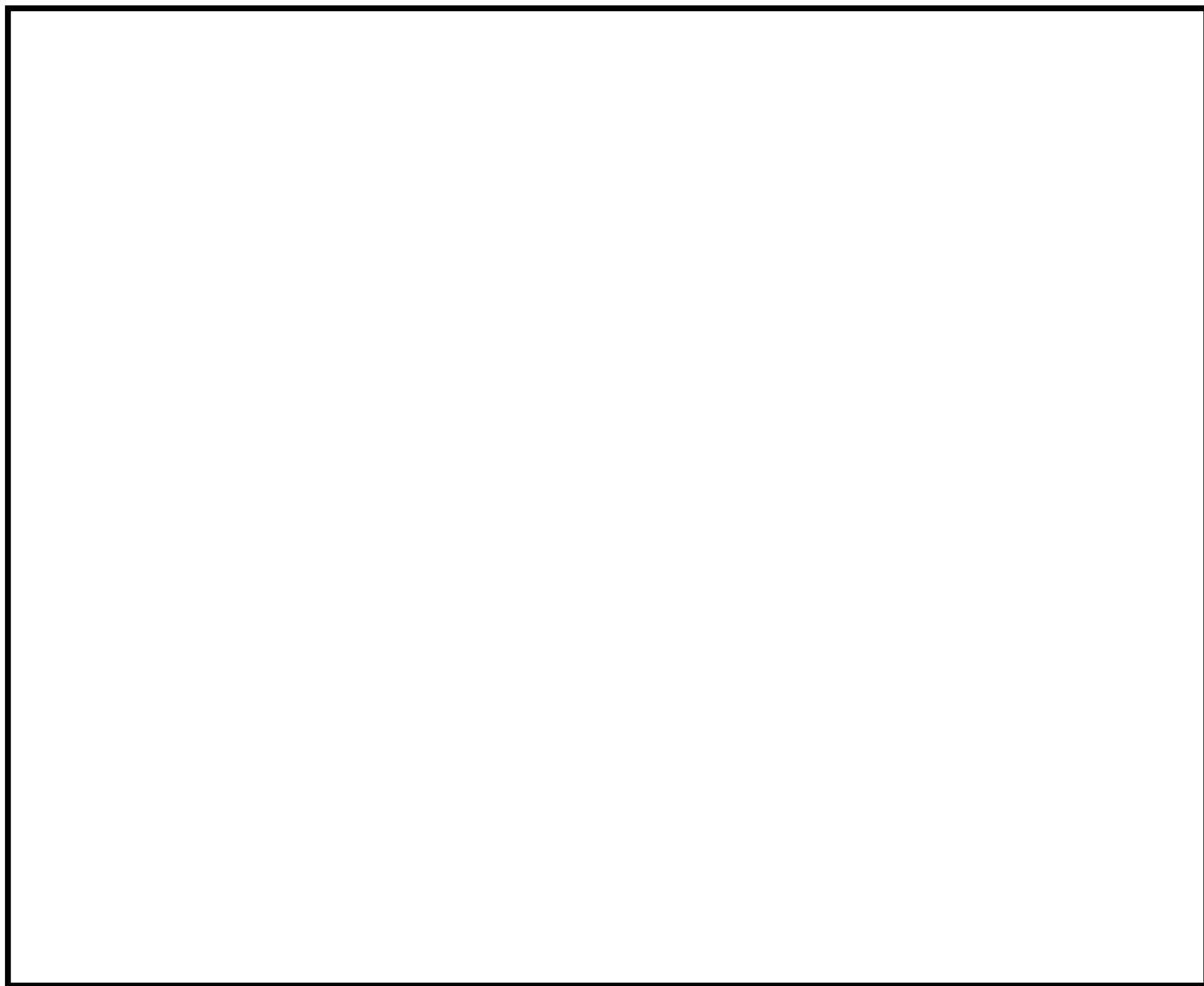


## Body Out of the Group Activities



### Your Island

Imagine your island and draw a picture below.  
Who is on it with you? What other islands are nearby?

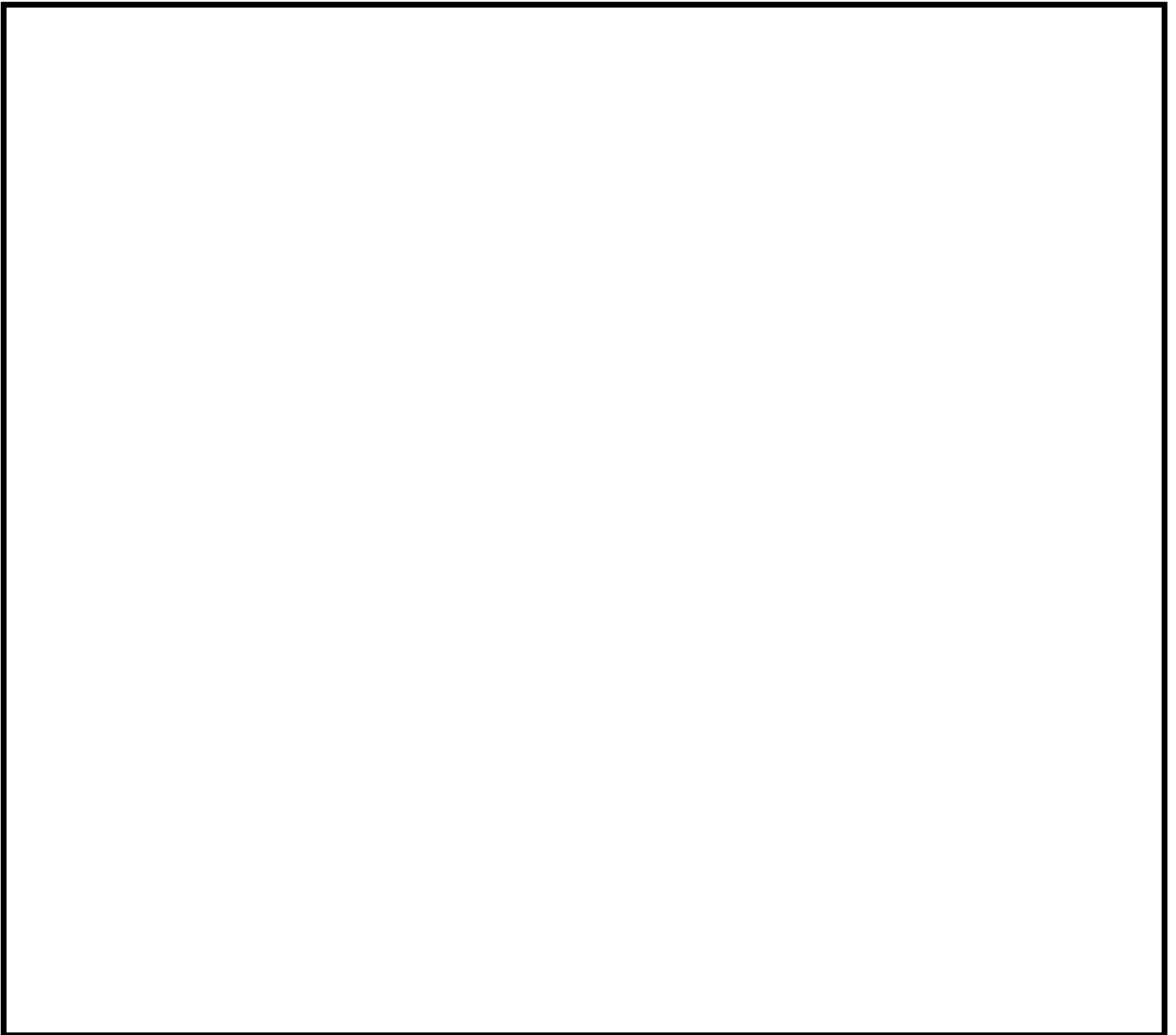
A large, empty rectangular box with a black border, intended for drawing a picture of the island and surrounding elements.





## Inside Fun

What are some fun inside things you can do by yourself or with your family?

A large, empty rectangular box with a black border, intended for a child to draw or write their answer to the question above.



## **Your Treasure Chest**

What helps you feel more comfortable? What is in your treasure chest of strategies?



This thinksheet supports concepts taught in Book 2: The Group Plan (We-Thinkers Vol. 1)

## The Group Plan

When everyone is thinking about and doing the same thing, we call it the group plan. Anything we do together is a group plan! When we are eating together, our group plan is eating. We are eating together and thinking about our food and each other. When we build a tower of blocks together, then our group plan is building, and we are all thinking about building.

When we draw pictures of us all doing and thinking about the same thing, sometimes we put a big thought bubble over our heads to show what we are all thinking about.

We are part of a group plan throughout the day, whether we are at home, at school, or out in the community. Here are some ideas about times you may be part of a group plan:

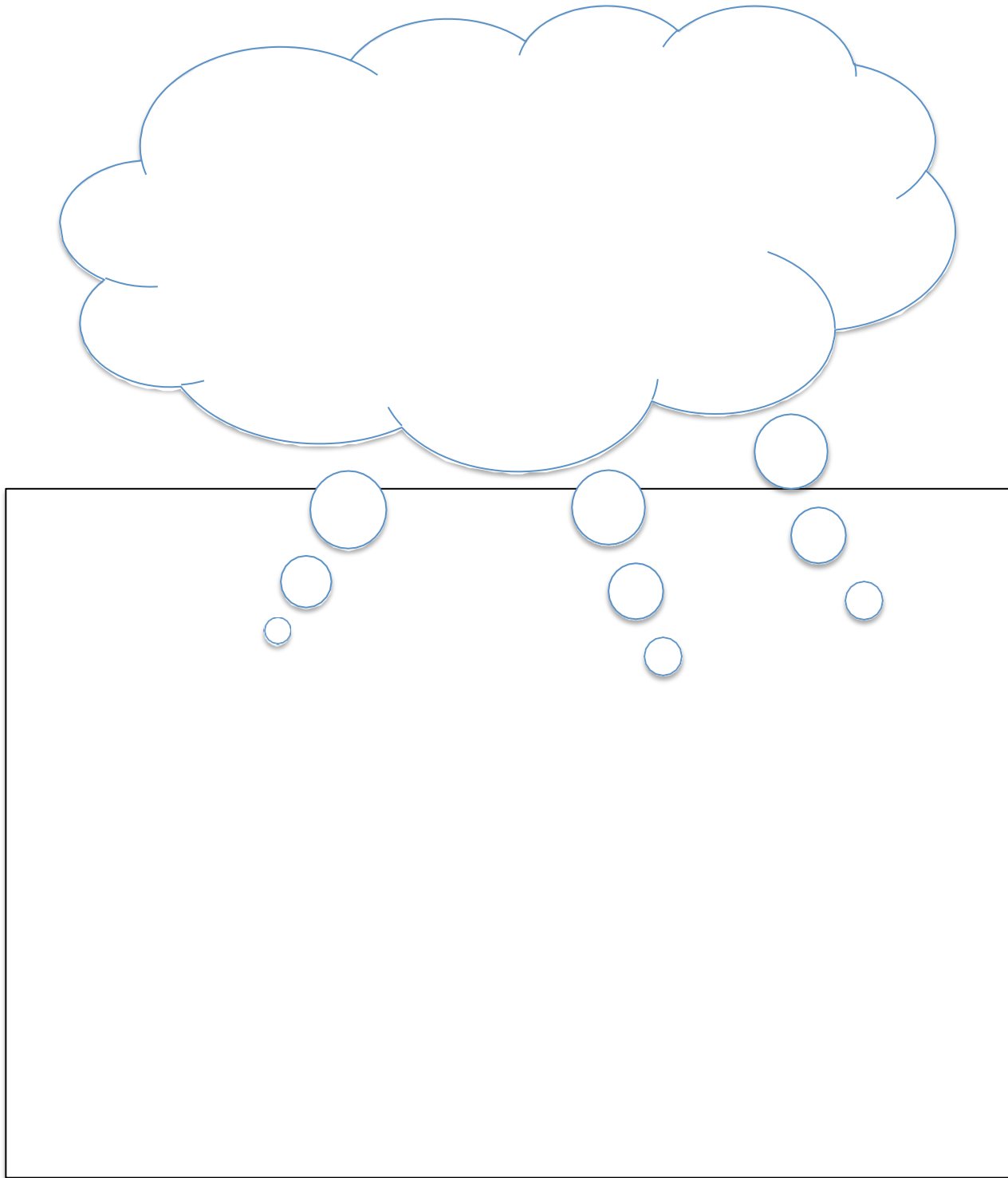
- Listening to a story with others
- Eating a snack with the group
- Cleaning up together
- Everyone putting away toys
- Playing a game together
- Riding in the car
- Taking the bus
- Walking somewhere with an adult or another kid

Think about some other times you are part of a group plan. What were you all thinking about and doing together?

Now draw a picture of you as part of a group plan, doing and thinking about the same thing as others.



This thinksheet supports  
concepts taught in Book 2:  
The Group Plan (We-  
Thinkers Vol. 1)



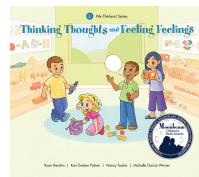
Who is part of the group plan?  
What are you doing?  
What is the GROUP PLAN?

## Thinking Thoughts and Feeling Feelings

This is Evan, Ellie, Jesse and Molly. They are playing in their classroom. Above their heads are thought bubbles. Thought bubbles go above people's heads to show what they are thinking about.

What is Evan (the boy on the far left wearing a yellow shirt) thinking about? His car! Draw a picture of a car inside his thought bubble. Do the same for the rest of the kids.





This thinksheet  
supports concepts  
taught in Book 1 -  
We-Thinkers Vol. 1

What's in your thought bubble?  
Draw a picture of something you like to think about!

A large, empty rectangular box with a black border, intended for a child to draw a picture of something they like to think about.



This thinksheet supports  
concepts taught in Book 3:  
Thinking with Your Eyes  
(We-Thinkers Vol. 1)

## Think with Your Eyes

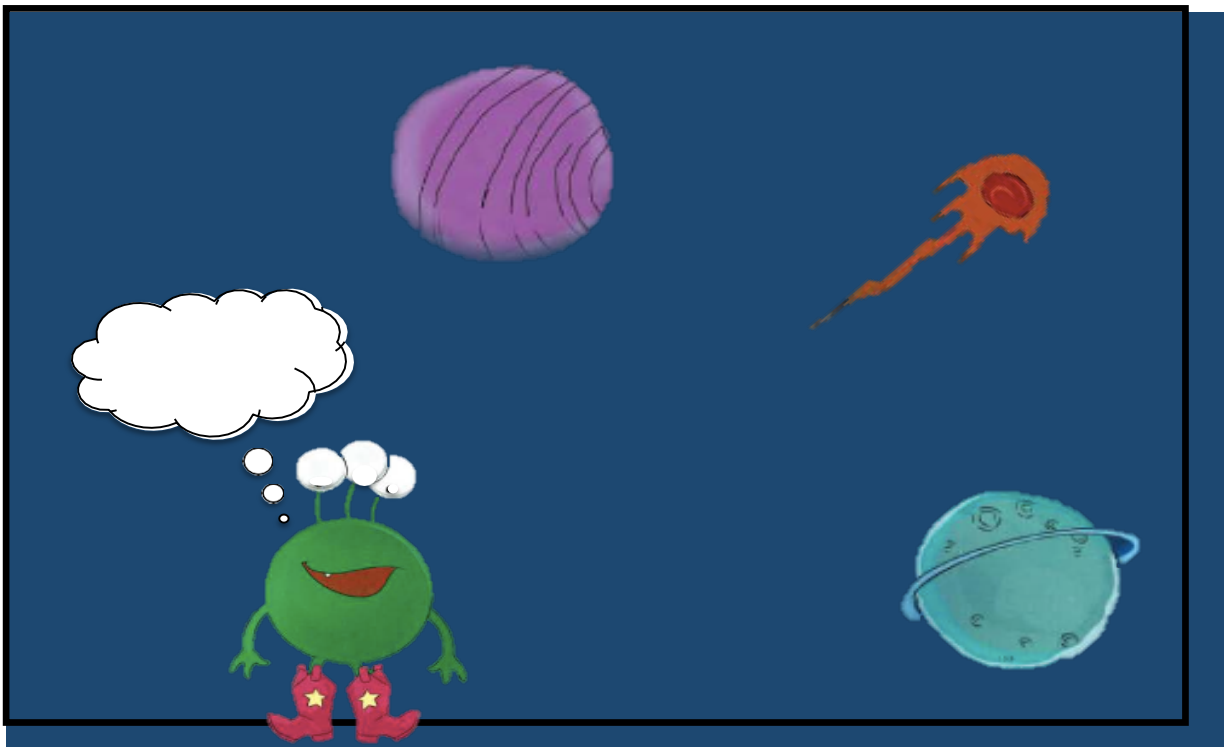
Here is a picture of an alien in outer space. He wants to explore but wants your help to decide where to go. There are three different places he could visit on his next space adventure, the purple planet, the orange meteor, or the blue planet. Choose a place for the alien to visit. Then complete the following steps for him to go on his adventure.

1. Draw the alien's pupils (the black dot in the middle of each eyeball) so that they point to the place you want the alien to visit.

Did you add the pupils to the alien's eyes? Great! Now the alien is looking at the place he is going to go on his adventure. Remember, eyes are like arrows, they point to what someone is looking at.

2. Draw arrows from the alien's eyes to the place he wants to visit.
3. What we are looking at is what we are thinking about. Draw what the alien is looking at and thinking about in his thought bubble. For example, if the alien is looking at the purple planet, draw the purple planet in his thought bubble.

He's ready! The alien is looking at the \_\_\_\_\_. He's thinking about the \_\_\_\_\_.  
His plan is to go and explore \_\_\_\_\_!







This thinksheet supports  
concepts taught in Book 3:  
Thinking with Your Eyes  
(We-Thinkers Vol. 1)

## Think with Your Eyes Guessing Game!

This is a game that needs at least two people to play. There are two jobs in this game, a looker (and thinker) and a guesser. If you have more than two people playing, there is one looker and thinker and everyone else is a guesser.

Remember eyes are like arrows, they point to what we are looking at and thinking about. Take turns looking at and thinking about things in YOUR space. You can look at objects in the room, on a table, or on the wall.

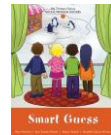
### Looker and Thinker Job:

1. Choose something to look at and think about in your space.
2. Look at that object. Don't say what you're looking at and thinking about out loud! Just think about it with your eyes.
3. Keep your eyes pointing at the place in your space you've chosen. Can the other person figure out what you're looking at and thinking about? They'll have to follow your eyes...
4. When they've guessed it, you can say "I'm looking at the \_\_\_\_\_. I'm thinking about the \_\_\_\_\_!"
5. Once they've figured it out, switch! Now it's their turn to be the looker and thinker and your turn to be the guesser.

### Guesser Job:

Once the looker and thinker has chosen something in the space to look at and think about, it's time to guess!

1. Follow the eye gaze of the looker and thinker to the object or item in the space.
2. Make your guess. "I think you're looking at the \_\_\_\_\_, and thinking about the \_\_\_\_\_!"

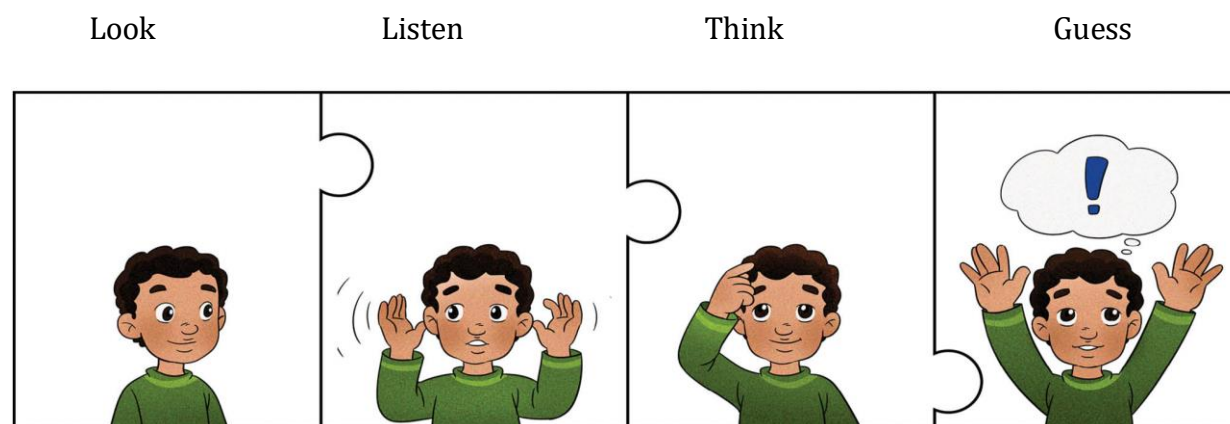


This thinksheet  
supports concepts  
taught in Book 7: Smart Guess  
(We-Thinkers Vol. 2)

## Smart Guess

When you use your social observation tools to figure out what is going on or what you should do, you are making a smart guess. You do this every day, from the moment you get up until you go to sleep. When we have some clues, but not all of them, we can make a smart guess. To make a smart guess we take information from what we see (think with our eyes) and what we hear and combine that with what we already know. We make wacky guesses when we have no information (or clues) to help us figure out what the guess should be. If our guess is wrong it's okay (and even expected!) because we didn't have clues to help us! If you don't think with your eyes, listen to what is happening around you or use what you already know, you might make a wacky guess. We can make guesses about people's thoughts, feelings and plans. We make guesses about hidden rules and what is expected and unexpected. Our guesses help us make choices about what to do.

**Let's try it!** Image you walk into the kitchen and there are flour, butter, chocolate chips, eggs, and a mixer out on the counter. Your mom says, "I think we are out of cookies." Make a smart guess: what is her plan? Your brother (or sister) dumps the LEGO bin on the floor and in a loud frustrated voice says, "I need a piece with wheels!" Make a smart guess: do they need some help?



Play the game, I Spy. Find an object around the room and give someone 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!"

# Helping Early Learners Build Social Competencies

Using the *We Thinkers!* Curriculum Series



## Promote Social, Emotional & Academic Learning

By 4 years old, children are expected to work & play with their peers in groups as they begin to learn academic skills of reading, writing & math.



## Help Students with Different Learning Styles

For most children this is easy, and we, the adults, take it for granted. Other children may struggle to play or learn together, and some don't know what to do when they get excited, mad, or scared.



## Learn How with the *We Thinkers!* Series



- Help children learn about themselves & others
- Learn strategies to help students better manage their emotions
- Provide students with concrete strategies and visuals to teach collaboration, learning together & making friends

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5.5 hours of On Demand learning  
Watch anywhere, anytime, on any screen



- ✓ Explore how flexible thinking, social language, self-regulation, and social and emotional development are vital for developing collaborative interactions in group settings
- ✓ Gain insights from a research perspective on the impact of executive functioning, social attention, and social problem solving through the lens of our award-winning *We Thinkers!* curriculum series
- ✓ Walk away with practical strategies and examples to seamlessly integrate social learning concepts into your existing teaching methods

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