



Two-Day Intensive Executive Function Seminar with Sarah Ward

Day 2: Exercise Handouts

Friday, May 13, 2022

Simon Fraser University - Harbour Centre

Presented by

Sarah Ward M.S., CCC/SLP

Co-Director, Cognitive Connections LLP, Boston

Event Schedule

All times are Pacific Daylight Time (PDT)

8:15am	–	9:00am	Registration
9:00am	–	10:15am	Session 1
10:15am	–	10:30am	Morning Break
10:30am	–	11:30am	Session 2
11:30am	–	12:30pm	Lunch
12:30pm	–	1:45pm	Session 3
1:45pm	–	2:00pm	Afternoon break
2:00pm	–	3:00pm	Session 4

ACT – Autism Community Training

120B-3823 Henning Dr. Burnaby, BC V5C 6P3

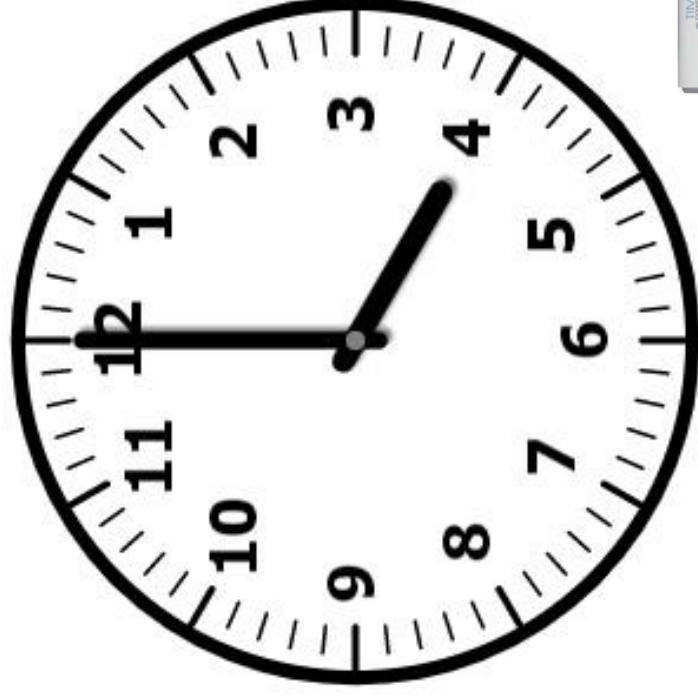
Tel: 604-205-5467 Toll-Free: 1-866-939-5188 Fax: 604-205-5345

Email: info@actcommunity.ca Website: www.actcommunity.ca

Practice

Amy is doing homework from 4:00 to 4:30. She has 10 math problems to do. At 4:30 she needs to change for soccer practice and leave the house at 4:45 to drive to practice.

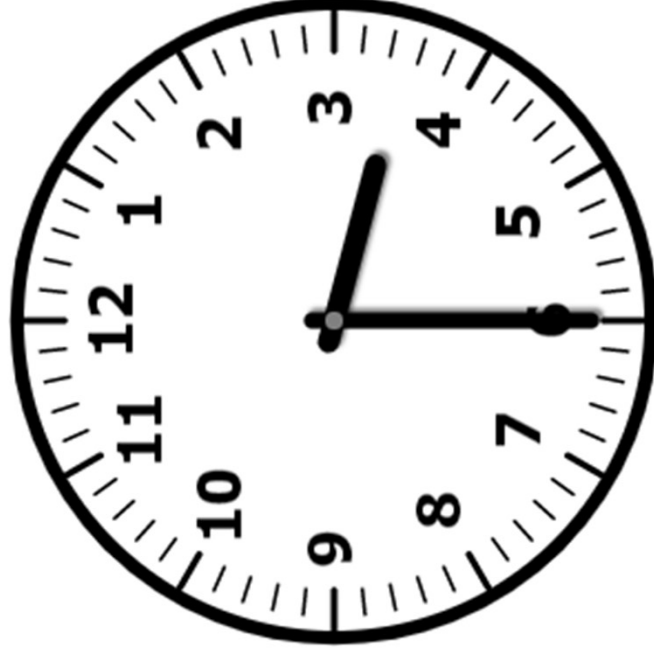
- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would her midpoint goal be?
- Gesture Time



Practice

Caitlyn is reading for English class. It is 3:30. She wants to watch a favorite TV show at 4:00. The chapter she is reading is 12 pages long.

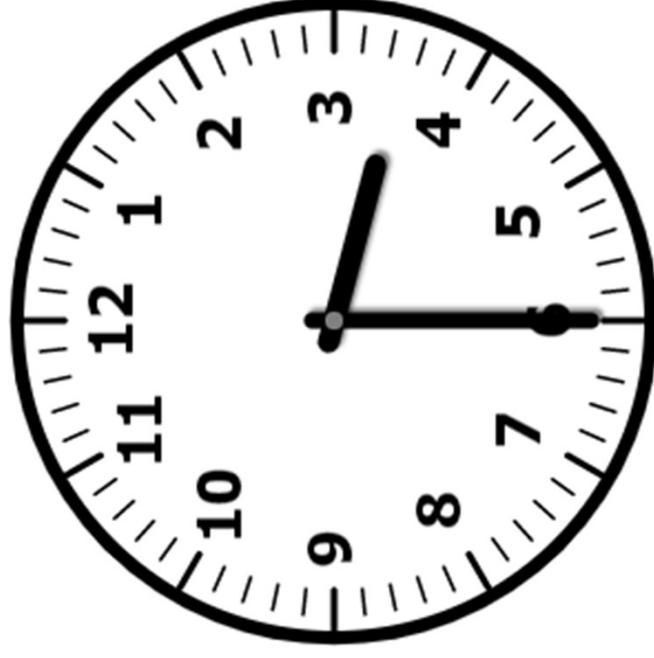
- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would her midpoint goal be?
- Gesture Time



Practice

Max's routine is to do homework from 3:30 to 4:15. Tonight he needs to write sentences for 10 of his spelling words and draw a picture for 2 of the words. He also needs to complete a 10 word 'Word Search' puzzle for his science class.

- Shade the available time
- Fixed or Flexible Time?
- Create Time Markers
- What would his midpoint goals be?
- Gesture Time



It is 11:05 am. Sarah needs to work on her essay during her free block.

She is hoping to be productive before her next class that starts at 11:40 down the hall.

Shade the Available time. Factor in time to “Get Ready”, to “Get Done” and to go to her locker before her next class.

The assignment requires her to write 5 paragraphs from this outline.

How can she prioritize her time knowing she can't write the entire essay? What would be a reasonable goal for her? Label her midpoint.



War of 1812 (Title of Paper)

Introduction

I. Declaring War

A. Madison's Declaration of War

1. Date
2. Reason

B. Congress Declares War

1. Debate in Congress
 - a. War Hawks
 - b. Federalists
2. Declaration of War

II. The War of 1812

A. The War in 1812-1813

1. Preparations for War
2. Invasion of Canada

Calculate a Window of Time

Name _____ Date _____

Directions: Correct punctuation and capitalization. Then write a correct paragraph.

- but our earth seems very small when compared with the solar system
- the sun could hold a million earths inside with room to spare
- what about the rest of the universe
- astronauts thrill to photograph the earth as it looms large through the window of a spacecraft
- how does it compare in size with our solar system

D


Check

Task?

Volume: Questions | Pages
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Volume: Questions | Pages
Items:

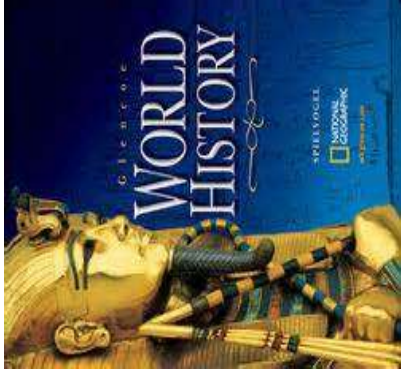
Difficulty:
1 - 2 - 3 - Other



Calculate a Window of Time

Read Chapter 19 – The End of an Era
(Pages 114-118)

Provide at least 3 bullet point details per main idea



Task?

Volume: Questions | Pages

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Difficulty:
1 – 2 – 3 – Other

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Task?

Volume: Questions | Pages

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World and American History
Ms. Privolos
Summer 2011

Ch. 19.5 - The End of an Era

Main Idea	Details
Challenges to Napoleon's Empire	
Challenges to Napoleon's Empire: Impact of Nationalism	
Challenges to Napoleon's Empire: Resistance in Spain	
Challenges to Napoleon's Empire: War with Austria	

NAME: _____

What's the Purpose? FDR's Pearl Harbor Speech

On December 7, 1941, the Japanese aircraft and naval ships attacked

the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,400 people were killed and the U.S.

lost a large number of ships and aircraft. The next day, President Franklin Roosevelt addressed a Joint Session

of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

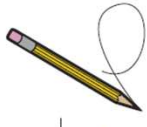
Determine the Purpose

From reading the passage, what do you think was the purpose of President's Roosevelt's speech?

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Task?	Task?
Volume: Questions Pages	Volume: Questions Pages
Items	Items:
Difficulty: 1 - 2 - 3 - Other	Difficulty: 1 - 2 - 3 - Other

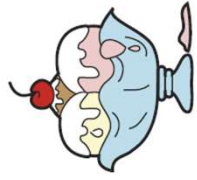
The Job of an Adverb



Name: _____ Date: _____

Instructions: Adverbs are words that work hand-in-hand with verbs - they tell how. They usually end in -ly, but not always. The verb in each sentence is underlined. Circle the adverb that gives the verb more description.

1. Sharla played the piano beautifully.
2. Juan cleaned the refrigerator thoroughly.
3. Matthew drove the car carefully.
4. Maggie aimed precisely at the goal and then shot the ball.
5. Miguel ainted the mural vibrantly.
6. Evalyse skateboarded down the sidewalk skillfully.
7. The tree waved gently in the breeze.
8. Felix the cat meowed sadly.
9. The ice cream sundae melted quickly.
10. The baby cried violently.



Write three sentences that use adverbs to modify your verbs.

1. _____
2. _____
3. _____

Name _____
Date _____

• Reading Comprehension Assessment

Directions: Read the passage. Then answer the questions below.

A Streetcar Named Desire - Passage 1

A Streetcar Named Desire is a classic of the American theater. Tennessee Williams' landmark work was a tour de force in its original stage production in 1947 and continues to resonate with audiences and readers today despite—or perhaps because—its simplistic though layered story. A faded Southern belle, Blanche DuBois, arrives at her sisters' seedy New Orleans apartment where she is tormented by her husband, Stanley. Her fragile facade cracks as she is forced to confront her dark past. Though internally she is miserable and haunted by her tragic and scandalous past, Stanley forces Blanche to face her obnoxious reality with his witrol and, finally, his act of sexual aggression, and in doing so, he causes her to lose her tenuous grip on sanity. Most have argued (correctly) that the play is about the characters' lives. However, few have seen the play for what it is: an allegory for the theater itself.

Before Williams wrote Streetcar, the theater had been dominated by melodrama. A brief interlude in the 1930s brought political theater to center stage (ardon the pun), but by the 1940s, its principal attraction was the musical. Streetcar was a new kind of theater, one that combined the elements of melodrama once again flourishied. The theater was in limbo, and Williams had a desire to bring something new to the world. It would bring the realism of the political theater of the 1930s but without the political (read: socialist) underpinnings. To that end, he created fleshie characters who spoke in realistic dialect language and heightened mannerisms. Blanche is a character not to be trusted. She lies about everything, and the only thing that finally exposes her lies is reality itself. Stanley, he finally forces her off the stage, and she is left behind by forcing himself on her sexuality. And with that, realism lobby removed melodrama from the stage.

A Streetcar Named Desire - Passage 2

It is not possible to imagine A Streetcar Named Desire without the influence of Marlon Brando, the actor who played Stanley. Brando was a controversial figure, known for his wild behavior, his monster and a beast without any redeeming qualities. But Brando and the play's original director, Elia Kazan, imagined the character as having a soft underbelly, rooted in his own sorrow, insecurities, and self-loathing. Brando's Stanley is a brute, yes, but he is a brute who hates the fact that he is so self-loathing. He is a brute who is also insecure and afraid of his own power. He is a brute who is also embarrassed to him, even as it is also threatening to Blanche and alluring to her sister Stella.

For instance, after he hits Stella, he comes back to her, lamously begging for forgiveness by showing Stella outside their apartment. But in Brando's depiction on the stage and later on the screen, he is a brute who is also insecure and afraid of his own power. He is a brute who is also embarrassed to him, even as it is also threatening to Blanche and alluring to her sister Stella.

The play is excellent and memorable, even when read. But it is Brando's interpretation of the character of Stanley that makes the play so powerful. Brando's Stanley still has a deep meaning, but with Brando's interpretation, the play becomes even more profound.

1) Paragraph 1 of Passage 1 provides each of the following EXCEPT

- A. a critical interpretation of A Streetcar Named Desire
- B. an explanation of why modern audiences connect with A Streetcar Named Desire
- C. a brief plot synopsis of A Streetcar Named Desire
- D. the author's main argument concerning A Streetcar Named Desire
- E. the author's main argument concerning A Streetcar Named Desire

2) It can be inferred from Passage 1 that A Streetcar Named Desire

- A. was Tennessee Williams' first play
- B. is better on stage than in print
- C. did not have socialist leanings
- D. was a response to the New Criticism
- E. would not have been successful without Marlon Brando

3) According to Passage 1, the character of Blanche DuBois

- A. is intentionally overdramatic and theatrical
- B. has never been to the city of New Orleans before
- C. is recently married to Stanley Kowalski
- D. is a response to the New Criticism
- E. is firmly rooted in realism and sanity

4) Passage 2 argues that Marlon Brando's portrayal of Stanley Kowalski

- I. earned the actor great fame
- II. is more nuanced than the part that is written
- III. is what really made A Streetcar Named Desire a classic

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

5) Both Passage 1 and Passage 2 argue that

- A. the New York theater scene was blown away by A Streetcar Named Desire
- B. Tennessee Williams wrote A Streetcar Named Desire to end melodrama
- C. A Streetcar Named Desire has more than one true meaning
- D. the character of Stanley Kowalski is a brute monster
- E. the character of Stanley Kowalski is simply a brute monster

6) The author of Passage 2 focuses on Marlon Brando's portrayal of Stanley Kowalski as being more than just a brute monster. Which of the following best describes the author's purpose in Williams' skilled writing. In your opinion, what makes for better drama: a high-quality script or unparalleled acting? Can a drama be successful with one but not the other? Why?



Task?

Volume: Questions | Pages

Items

Difficulty:

1 - 2 - 3 - Other

Task?

Volume: Questions | Pages

Items:

Difficulty:

1 - 2 - 3 - Other



Day: _____

- Appointments/activities
- Assign a Time for HW, Chores, Exercise
- Chill/creative
- Extras (shift gears, drive time, goes with/maybe)

Physical Activity: _____

Homework:

7:00	
7:15	
7:30	
7:45	
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Get Ready

Do

Done

Roles:



Get Done

Photograph real people, places, and things that represent the same in your novel. Secure at least ten pictures in an “album”. The album’s front cover should list the name of the book and the author. For each photo, write a caption that labels the picture and explains how it is connected to the story.

Done

Create a recipe book of two main dishes and one dessert relating to the story or time period. For each recipe add a paragraph description relating it to one of the characters or its importance in the story or a time period.

Done