Cognitive-Communication Activity Bundle

General Edition

Ready-to-print therapy worksheets for adults. Mixed difficulty, for use in a skilled nursing facility, rehab, or at home.

> Orientation · Memory · Attention and sequencing · Problem-solving and safety · Reasoning and executive function · Word finding · Functional reading · Categorization and associations · Time and money · Following directions · Conversation and pragmatics · Reminiscence · Self-monitoring

Large print. One main task per page. Also includes a starter goal bank, a staff and family practice handout, a task chooser, and an answer key.

License. Permission to print and use for one facility, one home-health caseload, or one clinic. Not for resale.

These are practice materials. They do not replace an SLP's evaluation or clinical judgment. They are not a standardized test and are not meant to diagnose any condition.

How to use this bundle

This is the **General Edition**: mixed difficulty and mixed settings (skilled nursing, rehab, and home). Each activity is marked Easier or Harder. Later, you can reuse these sections for a lower- or higher-demand set, or for a home-only packet.

IN A SESSION

1. Use the **task chooser** or pick a page that matches the person's goals and current level.
2. Complete the task together, or send a copy for practice on the unit or at home when that is appropriate.
3. Give only the support the person needs. See **Cueing and scoring** on the next page. Note cues on the tracking sheet.
4. Record accuracy in a simple way (for example, 7 out of 10). For open-ended tasks, write a short comment instead.

DIFFICULTY AND SETTINGS

Easier pages use shorter items, more structure, familiar routines, and fewer steps. **Harder** pages add more steps, more detail to hold in mind, more reading, or more than one safe option to weigh. Move up or down as needed. You do not have to use the pages in order. Facility and home situations are mixed so you can choose what fits today's setting.

WHAT ELSE IS IN THIS BUNDLE

The worksheets cover orientation, memory, attention and sequencing, problem-solving and safety, reasoning, word finding, functional reading, categorization, time and money, following directions, conversation, reminiscence, and self-monitoring.

You also have a **starter goal bank** you can edit, a **staff and family practice handout**, session tracking plus a weekly look-back, and an **answer key** for items with a clear answer.

TRACKING

Use the session tracking sheet and the weekly look-back a few pages on. These are your notes. They are not a test form and they are not a billing record.

> These are practice materials for speech-language pathologists (SLPs) and the adults they work with. They do not replace an SLP's evaluation or clinical judgment. They are not a standardized test and are not meant to diagnose any condition.

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Cueing and scoring

Use the least support that still lets the person succeed. This is a practical session guide, not a formal protocol and not a standardized scale.

CUEING, FROM LEAST TO MOST SUPPORT

1. **Wait.** Give extra time before you step in. Many people need a longer pause than we expect.
2. **Point or show the place.** Point to the item on the page, a written choice, or something in the room.
3. **Give a meaning cue.** Name the category, the function, or a short hint ("You drink from it").
4. **Give a sound cue.** For a specific word, give the first sound or the first letter.
5. **Offer two choices.** Keep both choices plausible when you can.
6. **Give a model.** Show or say the response, then ask the person to try it.

SCORING ACCURACY

For tasks with a clear right answer, write the number correct (for example, 7/10) or a percent. If you had to cue, you can also note "independent" versus "after a cue." Do not add the two together and call the result independent.

For open-ended safety, planning, conversation, or reminiscence pages, do not force a single right sentence. Note whether the plan was safe and specific, or whether the person stayed on the topic. The answer key lists preferred ideas.

WHEN TO CHANGE THE LEVEL

If the person is accurate with little help, try a Harder page in the same section, or reduce cues. If the person is frustrated or needs a model on most items, try an Easier page, shorten the task, or return to it later in the day. Time of day and setting matter as much as the page label.

WHAT NOT TO DO

Do not treat these pages as a test with a cutoff score. Do not compare results to a published screen. Do not keep cueing past the point of useful practice. If a task is not a good fit, stop and choose another page.

Session tracking sheet

Use one line for each task, or one line for the session. This sheet is for your notes. It is not a test form and it is not a billing record.

NAME

SLP

GOAL FOCUS

DATES OF THIS SHEET

DATE	TASK / PAGE	LEVEL	SETTING	CUES USED	ACCURACY	NOTES

WHAT WENT WELL

TRY NEXT TIME

Level: write Easier or Harder. Setting: facility, home, or other. Accuracy: for example, 7/10, or a short comment when answers vary. Use the weekly look-back page to summarize several sessions.

Weekly look-back

Use this page after several sessions, or at the end of a week. It is a short summary for your planning. It is not a test score and it is not a billing record.

NAME

SLP

WEEK OF

GOAL FOCUS

DATE	TASKS USED	ACCURACY / COMMENTS	CUES THAT HELPED

WHAT IMPROVED

WHAT WAS STILL HARD

PLAN FOR NEXT WEEK

Starter goal bank

Edit these starter goals so they fit the person in front of you. Add conditions, supports, and a criterion you can actually measure. These are starting points only. They do not replace your evaluation or clinical judgment, and they are not a billing or payer guide.

1. The person will use a daily orientation board to name the day and the place, with ____ cues, in ____ of ____ opportunities.
2. The person will write and then use a reminder for one later task in the same day, with ____ support, in ____ of ____ sessions.
3. The person will complete a visual scanning or sequencing page at the chosen level with ____ accuracy, given the least support needed.
4. The person will state a specific, safe plan for a familiar safety situation (facility or home), with ____ cues, in ____ of ____ trials.
5. The person will make a simple plan that accounts for two constraints (time, money, or a conflict), and will explain the plan in their own words.
6. The person will name everyday items from a short description, or describe the item when the word does not come, in ____ of ____ items.
7. The person will answer questions about a short functional text (a notice, menu, label, or letter) with ____ accuracy, looking back at the text as needed.
8. The person will follow 1- or 2-step written directions, or a short 3-step sequence, with ____ accuracy.
9. The person will start or keep a short conversation with a relevant comment or question, with ____ support, for ____ turns.
10. The person will name one thing that helped during a task, or one change to try next time, after ____ of ____ sessions.

Leave a goal out if it does not fit. Write your own wording on the session tracking sheet or in your usual documentation.

NOTES / WORDING TO TRY

Practice at home or on the unit

This short page is for staff or family who will practice with the person between sessions. It is not a test. Follow any extra notes from the SLP.

How to help
Wait. Give the person time before you step in. If help is needed, give a short hint, point to the page, or offer two choices. If the person is tired or upset, stop and try again later.

Good times to practice are when the person is alert, not rushing, and can sit in a comfortable, well-lit place. One short page is enough.

IDEAS THAT OFTEN WORK WELL

1. Fill in the daily orientation board together, looking at a clock or calendar if that helps.
2. Write one reminder for something that will happen later today, and put it where it will be seen.
3. Read a short notice, menu, or sign and talk about what it means.
4. Have a short, real conversation: a visit, a meal, or a phone call.

PLEASE PRACTICE (SLP OR STAFF CAN FILL THIS IN)

_____

_____

_____

WHEN TO GET HELP

If you are unsure about a real medication, a safety question, or how much help to give, ask the SLP, nurse, or doctor. If there is a medical emergency, call 911.

SLP OR CONTACT _____

DATE _____

Task chooser

Use this as a starting map, not a required order. Pick one easier page first, then move to a harder page in the same area if the person is ready.

IF THE GOAL IS ABOUT...	START HERE (EASIER)	THEN TRY (HARDER)
Knowing the day, place, or plan	Daily orientation board; Today's orientation	Using a weekly plan; A sample monthly calendar
Remembering information or later tasks	Using a written reminder; A short errand list	Take notes, then recall; A second delayed story
Attention or putting steps in order	Find every N; Put the steps in order	Find every B and every 5; A story in order
Safety judgment	Call light; Everyday safety choices	Medication safety; A suspicious phone call
Planning, time, or money	A simple schedule; Simple money practice	A schedule with a conflict; A weekly spending plan
Finding words	Name it from a short description; Finish the sentence	Features, uses, and differences; Describe it when the word does not come
Reading everyday print	Everyday signs; A short café menu	A medication label; A van schedule
Sorting or associations	Sort into two groups; What does not belong	Sort by more than one feature; How do these go together?
Following directions	One-step directions; Two-step directions	Conditional directions; A simple floor plan
Conversation	Starting a conversation; Asking for help politely	Repairing a misunderstanding; A short phone script
Life stories or insight	Places I have known; After this task	Then and now; Check your work

Skip any row that does not fit. Reminiscence and self-monitoring pages are optional and should stay comfortable for the person.

EASIER

Daily orientation board

Fill this in at the start of the day, or at the start of a session. You can post a fresh copy, or keep this board and change the answers.

DAY OF THE WEEK

DATE

SEASON

WEATHER TODAY

WHERE I AM TODAY

NEXT MEAL OR SNACK

TODAY'S PLAN

ONE THING I WANT TO REMEMBER

EASIER

Today's orientation

Answer in your own words, or mark a choice. It is fine to look at a clock, a calendar, or the daily orientation board.

1. What day of the week is it today?

2. What is today's date?

3. What season is it?

- [ ] Winter
- [ ] Spring
- [ ] Summer
- [ ] Fall

4. Where are you right now?

- [ ] Home
- [ ] A hospital or rehab center
- [ ] A skilled nursing facility
- [ ] Other

5. What meal comes next (breakfast, lunch, dinner, or a snack)?

6. Who is working with you right now?

7. Name one thing you already did today, or one thing you plan to do.

EASIER

People and place

Answer in your own words. It is fine to look around the room or to ask for a name badge to be read to you.

1. Where are you right now? (You can name the building, the unit, or “home.”)

2. What room or space is this (for example, your room, a dining room, or a living room)?

3. Who is in the room with you right now?

4. If you needed help, who would you ask, and how would you reach them?

5. Name one landmark you can see or hear from here (a window, a clock, a hallway, or a familiar sound).

6. How would you describe this place to a visitor who had not been here before?

EASIER

Morning, afternoon, or evening

These questions are about the time of day. You may look at a clock, a window, or a meal schedule.

1. What time of day is it now?

- ☐ Morning
- ☐ Afternoon
- ☐ Evening
- ☐ Night

2. What is one clue you used (the clock, the light outside, or a meal)?

_____

3. Which meal usually comes next?

- ☐ Breakfast
- ☐ Lunch
- ☐ Dinner
- ☐ A snack
- ☐ I am not sure

4. Name one thing people often do at this time of day.

_____

5. Will it be dark outside in the next hour? How do you know?

_____

6. Write the time you see on a clock, if one is in view. If not, write “no clock in view.”

_____

HARDER

Using a weekly plan

This is a sample week, not necessarily this week. Read the plan, then answer the questions. You may look back at the plan as often as you need.

DAY	PLAN
Monday	Physical therapy at 10:00 in the morning
Tuesday	A visitor from 2:00 to 3:00 in the afternoon
Wednesday	Lab work in the morning. Do not eat before the lab.
Thursday	Open morning. Haircut at 1:30 in the afternoon
Friday	Family video call at 4:00 in the afternoon
Saturday	Open
Sunday	Quiet day. Church service on TV at 9:00 in the morning, if you want it

1. What is planned for Wednesday morning?

2. You hope to take a walk at 10:00 on Monday. Does that time conflict with the plan? Why or why not?

3. On which day is the haircut?

4. A friend asks to visit at 2:00 on Tuesday. What do you tell them?

5. Which days have no appointments on this plan?

HARDER

Planning today from a calendar

Use this sample day. It is not necessarily today's date. Read the calendar notes, then plan the day.

Thursday, March 12

8:00 Breakfast
9:30 Blood pressure check
11:00 Open
12:00 Lunch
2:00 Therapy
3:30 Open
5:00 Dinner

1. What is the first appointment after breakfast?

2. You want a 30-minute visit with a friend. Which open time would you choose, and why?

3. If therapy runs late and ends at 2:45, what happens to the 3:30 open time?

4. Write a simple plan for this day in the order you would follow it.

HARDER

A sample monthly calendar

This is a sample month. It is not necessarily this month. Use the calendar to answer the questions. You may look back as often as you need.

SUN	MON	TUE	WED	THU	FRI	SAT
1	2 PT 10:00	3	4 Clinic 1:30	5	6 Music 3:00	7
8	9 PT 10:00	10 Visitor 2:00	11	12 Lab a.m.	13	14 Birthday lunch
15	16 PT 10:00	17	18	19 Haircut 11:00	20	21

1. What is scheduled on Wednesday the 4th?

2. How many physical therapy visits are shown in this sample?

3. You want a quiet visit on the 10th at 2:00. Is that time open? Why or why not?

4. The lab on the 12th is in the morning. What is a safe plan for breakfast that day?

5. Which Saturday has a birthday lunch?

HARDER

Using a short bulletin

Read this sample bulletin from Brook Hall. It is not necessarily this week's bulletin. Answer the questions. You may look back as often as you need.

Brook Hall Bulletin

Today is Thursday. The main dining room is closed for floor work. Lunch will be served in the Pine Room at 12:00.
The book cart will come down the hall at 2:30. Evening music is canceled. A short film will be shown in the library nook at 6:00.
If you need the nurse, use your call light as usual. The front desk number is 555-0194.

1. What day does the bulletin say it is?

2. Where is lunch today, and what time?

3. You hoped to hear evening music. What is offered instead, and where?

4. How would you reach the nurse, according to this bulletin?

EASIER

Memory book starter page

This page can go in a memory book or a folder you keep nearby. Fill in only what you want to share. Skip any line you do not want to use.

PREFERRED NAME

PEOPLE WHO ARE IMPORTANT TO ME

WHERE I LIVE, OR WHERE I AM STAYING NOW

WHAT I LIKE TO BE CALLED IN THE MORNING

THINGS I ENJOY

HOW I LIKE PEOPLE TO HELP ME REMEMBER THINGS

IMPORTANT CONTACTS (OPTIONAL)

EASIER

Immediate recall

Part A. Read these four words, or have them read to you. Then cover the list and write the words you remember. The order does not have to be the same.

> **window coffee button river**

Words I remember:

Part B. Read this short story, or have it read to you. Then cover it and answer the questions.

> On Tuesday, Mr. Hale put a blue notebook next to his reading lamp. He wanted to write a letter to his sister after lunch. Before he sat down, he watered the plant by the window.

1. What day is named in the story?

2. What color was the notebook?

3. Who was the letter for?

4. What did he do before he sat down?

EASIER

Using a written reminder

A written reminder can take the pressure off your memory. Practice making one you could actually use.

Imagine this: You need to ask the nurse or a family member for a new tube of toothpaste, and you have a therapy session at 2:00 this afternoon.

1. Write a short reminder to yourself about the toothpaste.

2. Write a short reminder about the 2:00 session. Include the time.

3. Where will you put these reminders so you will see them in time? (For example, a notebook, a door card, or next to your phone.)

4. Name one other thing this week that would be easier to remember if you wrote it down.

EASIER

A short errand list

Read this short list, or have it read to you. Then cover the list and write what you remember. The order does not have to be the same.

> **1. Pick up a newspaper.**
> **2. Ask for a new box of tissues.**
> **3. Return a library book.**
> **4. Thank the person at the desk.**

Items I remember:

Which item would you do last, and why?

If you missed one, look back once, cover the list again, and add only what you still needed.

Anything I want to add after a second look:

EASIER

Choosing a memory aid

A memory aid is something that holds the information for you, so you do not have to keep it all in mind. Match each need with a useful aid, then answer the last questions.

Aids you can choose from: a wall calendar, a notebook, an alarm or timer, a whiteboard, a labeled pill organizer (used only as the nurse or pharmacist has set it up).

1. You keep forgetting what is happening on Thursday afternoons. Which aid would you use, and where would you put it?

2. You need to remember to get up from a chair after 20 minutes. Which aid would you use?

3. You want a running list of questions to ask the doctor next week. Which aid would you use?

4. Name one memory aid you already like, or one you would be willing to try.

HARDER

Take notes, then recall

Listen to or read the message below. You may take notes in the box while you hear or read it. Then cover the message (you may keep your notes) and answer the questions.

> Please tell Ms. Ortiz that her eye appointment has been moved from Thursday at 11:00 to Friday at 9:30 in the morning. She should bring her current glasses and a list of her eye drops. The office is on the second floor, Room 210. If she cannot come, she should call the desk before 3:00 on Thursday.

NOTES

1. What day and time is the appointment now?

2. What two things should she bring?

3. Where is the office?

4. If she cannot go, what should she do, and by when?

HARDER

Remembering what comes next

Prospective memory is remembering to do something later. Practice writing a plan you can actually follow.

Imagine this afternoon: At 1:00 you have a rest period. At 2:30 you have therapy. After therapy you want to call your daughter. You also need to ask for an extra blanket before you go to sleep.

1. Write these four things in the order you should do them.

2. What could you write or set out now so you remember the phone call after therapy?

3. What could you write or set out so you remember the blanket later this evening?

4. If therapy is delayed and starts at 3:00, how would you change your plan?

HARDER

A second delayed story

Read this story, or have it read to you. You may take brief notes. Then cover the story (you may keep your notes) and answer the questions.

On Friday morning, a brown package arrived for Mr. Ellison. The slip said to pick it up at the front desk before 4:00. He asked Ms. Padilla to walk with him after lunch. The package was a puzzle book from his nephew, and a note that said, “Save me a game for Sunday.”

NOTES

1. What day did the package arrive?

2. Where did he need to pick it up, and by what time?

3. Who walked with him?

4. What was in the package, and what did the note ask him to do?

HARDER

Remembering a van message

Listen to or read this message. Take notes if you want. Then cover the message and answer the questions from your notes or your memory.

Riverview Van Service will pick up Ms. Padilla on Monday at 8:45 in the morning, at the west entrance, for a 9:30 appointment at Westcliffe Clinic. She should bring her medication list and a light jacket. The van returns about 11:15. If the plan changes, call 555-0160 before 7:00 that morning.

NOTES

1. What day and time is the pickup?

2. Where should she wait, and where is she going?

3. What two things should she bring?

4. If the plan changes, what should she do, and by when?

HARDER

Names and roles

Read this short staff list. Then cover it and answer the questions. You may take notes first.

NAME	ROLE	WHEN YOU MIGHT SEE THEM
Ms. Padilla	Social work	Tuesday and Thursday mornings
Mr. Ellison	Activities	Afternoons in the Pine Room
Nurse Brennan	Nursing	Day shift, nurse desk
Dr. Solim	Clinic	Wednesday at 1:00, Room 2

Notes (optional), then cover the list.

1. Who would you ask about an afternoon group in the Pine Room?

2. On which days is social work available in the morning?

3. Where would you look for Nurse Brennan during the day?

4. When and where is Dr. Solim’s clinic time?

EASIER

Find every N

Look at each letter. Mark every letter **N**. Work across each row from left to right, then go to the next row. Take your time.

A	R	N	T	L	S	N	E
N	O	P	M	N	K	D	F
G	H	I	N	J	L	N	Q
S	N	T	U	V	N	W	X
N	Y	Z	A	N	B	C	D
E	F	N	G	H	I	N	J

How many N’s did you mark?

When you finish, you or your SLP can check the count in the answer key.

EASIER

Put the steps in order

Each task has three steps. Write 1, 2, and 3 in the blanks to show a safe, sensible order.

MAKING A CUP OF TEA

_____ Pour the hot water into the cup.

_____ Heat the water.

_____ Place a tea bag in the cup.

GETTING A SWEATER FROM THE CLOSET

_____ Open the closet.

_____ Put the sweater on or set it nearby.

_____ Take the sweater off the hanger.

WASHING YOUR HANDS

_____ Wet your hands and add soap.

_____ Dry your hands.

_____ Rub and then rinse the soap off.

READY FOR A MEAL ON A TRAY

_____ Sit at the table or sit up in a safe position.

_____ Begin eating when you are settled.

_____ Make sure the tray is close and steady.

EASIER

Find every 3

Look at each number. Mark every number **3**. Work across each row from left to right, then go to the next row. Take your time.

2	8	3	1	9	3	4	7
3	5	6	0	3	2	8	1
9	4	3	7	1	6	5	3
2	3	8	9	3	0	4	1
3	6	1	3	5	8	2	7
4	0	9	2	3	3	6	5

How many 3’s did you mark?

When you finish, you or your SLP can check the count in the answer key.

EASIER

Putting a phone message in order

These steps for leaving a short phone message are out of order. Number them from 1 to 4. Then answer the questions.

> ____ Say the one thing you are calling about.
> ____ Give your name and a number where you can be reached.
> ____ Wait for the tone or the prompt to begin.
> ____ Speak slowly and say “thank you” before you end the message.

1. Why does it help to say your name and a number, not only the reason for the call?

2. If you forget what you wanted to say, what could you do before you call?

HARDER

Find every B and every 5

This page has two targets. Mark every letter **B** and every number **5**. Work across each row from left to right. Try not to mark other letters or numbers.

A	5	B	T	L	2	S	E
B	O	P	5	N	K	D	F
G	5	I	N	J	B	7	Q
S	N	T	B	V	5	W	X
5	Y	B	A	N	8	C	D
E	F	5	G	B	I	N	J
B	8	H	5	L	M	5	P

How many B’s did you mark? _____

How many 5’s did you mark? _____

What was the total number of marks (B’s plus 5’s)? _____

HARDER

A longer daily sequence

These steps are out of order. Number them from 1 to 6 so the routine is safe and makes sense. Then answer the questions.

Getting ready in the morning

> ____ Get dressed.
> ____ Sit at the edge of the bed and pause before you stand.
> ____ Eat breakfast.
> ____ Wash your face and brush your teeth.
> ____ Use the bathroom if you need to, then wash your hands.
> ____ Stand when you feel steady, or ask for help if you need it.

1. Why does it help to sit and pause before you stand?

2. If you feel unsteady when you stand, what should you do?

3. Write one morning step of your own that would fit into this routine, and say where it would go.

HARDER

Find TABLE and BLUE

This page has two target words. Mark every **TABLE** and every **BLUE**. Work across each row. Do not mark the other words.

CHAIR	LAMP	TABLE	BLUE	SPOON
RIVER	TABLE	GLASS	SHOE	BLUE
PAPER	CLOCK	RADIO	TABLE	FORK
BLUE	WINDOW	TABLE	COAT	BRUSH
PLATE	BLUE	SHELF	BOOK	TABLE
TABLE	ORANGE	PENCIL	BLUE	SOAP

How many times did you mark TABLE? How many times did you mark BLUE?

What was the total number of marks (TABLE plus BLUE)?

HARDER

A story in order

Number these sentences from 1 to 6 so the story makes sense. Then answer the question.

> ____ She checked the book out at the desk and wrote the due date in her notebook.
> ____ Ms. Padilla wanted a mystery book from the library nook.
> ____ On the way back, she stopped to thank the volunteer.
> ____ She put on her glasses and read the titles on the shelf.
> ____ She sat down later and read the first chapter after lunch.
> ____ She found a thin blue book and opened the first page to see if she liked it.

1. What did she write in her notebook, and why might that help later?

2. Write one sentence that could come after this story.

EASIER

Using the call light and asking for help

These situations are about asking for help in a facility. Write a clear, safe plan in your own words.

1. You are in bed and need to use the bathroom. The call light is on the side table, within reach. What should you do?

2. The call light has slipped out of reach. What should you do? What should you not do?

3. You pressed the call light a few minutes ago and no one has come yet. What is a safe next step?

4. You feel dizzy when you sit up. Should you stand and walk on your own? Why or why not?

EASIER

Everyday safety choices

Read each situation. Mark the safer choice, then write one sentence about why you chose it.

1. A rug in the hall is bunched up.

☐ Walk over it carefully and keep going.

☐ Go around it if you can, and tell someone so it can be fixed.

Why?

---

2. You cannot reach a book on a high shelf.

☐ Stand on a chair to reach it.

☐ Ask someone to get it, or use a stable step only if that is allowed for you.

Why?

---

3. You are not sure which day your appointment is.

☐ Guess and hope you have the right day.

☐ Check your calendar, a written reminder, or ask someone to check with you.

Why?

---

4. A spill is on the floor near your chair.

☐ Leave it. Someone else will see it later.

☐ Do not walk through it. Tell staff or a family member, or wipe it if you can do so safely.

Why?

EASIER

Weather and going out

Read each situation. Write a safe, specific plan. If you would ask for help, say who you would ask.

1. The hallway floor looks wet, and you want to go to the dining room. What should you do?

2. It is icy outside, and someone offers to take you for a short walk. What is a safe plan?

3. The afternoon is very hot, and you are sitting in a sunny room. What could you do to stay comfortable and safe?

4. You are not sure whether you need a sweater. How can you check before you leave the room?

EASIER

If a plan changes

Plans change. Write what you would do in each case. Look for a calm, specific next step.

1. A visitor who was coming at 2:00 calls to say they will be an hour late. What can you do while you wait?

2. You missed lunch because a session ran long. What is a safe next step?

3. An activity you wanted is canceled. How could you find out what else is going on?

4. You feel too tired for a planned walk. What should you do instead of forcing it?

HARDER

Medication safety (practice only)

The medication names below are made up for practice. They are not real drugs. Follow the written directions in the scenario. If you are ever unsure about a real medication, ask your pharmacist, doctor, or nurse — do not guess.

Lorvex 10 mg

Take 1 tablet by mouth each morning with food.
May cause dizziness. Sit a moment before you stand.

1. You are about to take Lorvex, but breakfast has not arrived yet. What should you do?

2. After you take it, you feel light-headed when you stand. What is a safe next step?

3. A friend says, “I take something that looks like that. You can have one of mine if you run out.” What should you say, and why?

4. You cannot remember whether you already took this morning’s tablet. What should you do? What should you not do?

HARDER

Safety at the facility and at home

Some of these happen in a facility. Some happen at home. Write a specific, safe plan for each one. If you would ask for help, say who you would ask.

1. At the facility: You stand up and feel that your walker is one step too far away. What do you do?

2. At home: You smell smoke from the kitchen, but you are not sure if something is burning. What do you do first?

3. At the facility or at home: You cannot find your glasses, and you need them to read a medication label. What is a safe plan?

4. At home: A stranger at the door says they are from the power company and asks to come in. You were not expecting anyone. What should you do?

HARDER

A suspicious phone call

These situations happen at home. There is not only one exact sentence, but there is a safer plan. Write what you would do, and who you might tell.

1. A caller says they are from the bank and asks you to read a card number out loud to “verify your account.” What should you do? What should you not do?

2. A caller says you have won a prize, but you must pay a fee first by gift card. What is a safe response?

3. You are not sure whether a call is real. Who could you check with, and how?

4. Write one rule you want to remember about unexpected calls.

HARDER

A dropped tablet and a kitchen spill

Pelinor is a made-up drug name, used only for practice. For a real medication, follow the real label and ask a pharmacist, doctor, or nurse if you are unsure.

1. A Pelinor tablet falls on the floor. You are not sure whether it is still all right to take. What should you do? What should you not do?

2. You cannot find the tablet after it rolls under a chair. What is a safe plan?

3. At home, a glass of water spills near a power cord on the kitchen floor. What should you do first?

4. After the spill is cleaned up, what is one way to lower the chance of slipping later?

EASIER

A simple schedule

Put these four activities in an order that works. Then answer the questions.

> Lunch is at 12:00.
> A 30-minute walk, if you feel up to it.
> A phone call with a friend at 2:00.
> A short rest.

1. Write your order, with times if you can.

2. Why did you place the rest where you did?

3. The phone call moves to 11:30. What would you change?

EASIER

Simple money practice

You have a $10 bill. Use the prices below. You may write the math in the margins.

ITEM	PRICE
Banana	$0.60
Muffin	$2.25
Bottle of water	$1.50
Apple	$0.80
Sandwich	$5.00
Cup of tea	$1.75

1. You buy a muffin and a cup of tea. How much do you spend?

2. After that purchase, how much of the $10 is left?

3. Can you also buy a bottle of water with what is left? Why or why not?

4. You want a sandwich and an apple. Do you have enough? How much would be left?

EASIER

What do you need for the outing?

You are going out for about two hours to sit outside and then stop at a small shop. Pack only what you need.

1. List four things you would want to take with you, and why for each one.

2. Name one thing you could leave behind so the bag stays light.

3. If the sky looks like rain, what would you add or change?

4. Who should know where you are going, and how would you tell them?

HARDER

A schedule with a conflict

Read the facts, then make a plan that solves the conflict. There may be more than one good plan.

Your afternoon

Physical therapy is scheduled at 1:30 and usually lasts 45 minutes.
Your sister can only visit today between 1:45 and 2:30.
You also want a shower, which takes about 30 minutes, and you prefer not to rush.
The shower room is free at 12:30 and again at 3:00.

1. What is the conflict in this afternoon?

2. Write a plan that lets you keep therapy and still see your sister, if you can. If you cannot do both as written, say what you would ask to change.

3. When would you schedule the shower in your plan, and why?

HARDER

Planning a short shopping list

You have $20 to spend at the corner store. You need milk and bread. You would also like fruit and a treat if the money allows. Tax is already included in these prices.

ITEM	PRICE
Milk (half gallon)	$3.49
Loaf of bread	$2.89
Bananas (bunch)	$1.79
Apples (bag)	$3.25
Eggs (dozen)	$2.99
Cheese (small block)	$4.50
Cookies	$3.99
Orange juice	$3.79

1. What is the cost of milk and bread together?

2. After milk and bread, how much of the $20 is left?

3. Make a list you can afford. Include milk and bread. Add other items only if the total stays at or under $20. Write the total.

4. If you also needed eggs, what would you take off the list, or what would you skip?

HARDER

Putting tasks in priority order

You have four things to do. One of them cannot wait. Number them in an order that makes sense, then explain.

> A. A short rest, if you have time.
> B. A form that must be signed and turned in by 11:00 this morning.
> C. A thank-you note you would like to write this week.
> D. A walk you enjoy, if the weather is fine.

1. Write your order (for example, B, D, A, C) and the reason for the first item.

2. Which item can wait until later in the week, and why?

3. If it starts to rain, how does your plan change?

HARDER

Choosing between two options

Read both options. Choose one and give a clear reason. There may be more than one good choice.

Option A

The 10:00 van to Cedar Street Market. It is rarely late. You would have 40 minutes in the shop. You would be back before lunch at 12:00.

Option B

The 1:30 van to the same market. You would have more time in the shop, but you would miss the 2:00 visit from your sister unless she can come later.

1. Which option would you choose, and why?

2. What is the main drawback of the option you did not choose?

3. What could you ask or change so you keep both the shop trip and the visit, if that matters to you?

EASIER

Name it from a short description

Read each description and write the word that fits. If more than one word could work, pick one clear answer.

1. You use this to tell the time. It may be on the wall or on your wrist.

2. You sit on this at a table.

3. You put this on your feet before your shoes.

4. This is the room where you sleep.

5. You use this to write a short note on paper.

6. This keeps drinks cold in the kitchen.

7. You look through this to see outside.

8. You press this in bed when you need a nurse.

EASIER

Categories

Name items that belong in each group. Try to write three for each one. Spelling does not have to be perfect.

1. Things you might eat at breakfast

2. Pieces of clothing

3. Rooms in a home or on a nursing unit

4. Things you use to get washed up

5. People who might help you during the day (jobs or roles, not private names unless you want to use them)

EASIER

Finish the sentence

Write a word that finishes each sentence in a way that makes sense. More than one word can be right.

1. I stir my tea with a _____.

2. When my hands are cold, I put on _____.

3. The person who delivers the mail is a _____.

4. I look up a phone number in a _____, or I ask someone to look it up.

5. After dinner, I like to _____.

6. If a room is too dark, I turn on a _____.

7. You write a short reminder on a piece of _____.

8. When I want a quiet place, I go to _____.

EASIER

Name it by what it does

Read the function and write the name of the object. If more than one object could work, pick one clear answer.

1. You use this to keep your place in a book.

2. You use this to dry your hands.

3. You use this to unlock a door.

4. You use this to see better when you read.

5. You use this to hold leftover food in the refrigerator.

6. You use this to tell someone you need help from bed in a facility.

7. You use this to keep rain off your head.

8. You use this to take a person’s temperature.

HARDER

Features, uses, and differences

These questions ask you to go a little further than naming. Use a full sentence when you can.

1. Name two things that are usually kept in a bathroom. How are they different from each other?

2. What do a fork and a spoon have in common? How are they used differently?

3. Describe a telephone without using the word “phone.” What is it for, and how do you use it?

4. Which is heavier in most cases, a pillow or a bowling ball? How do you know?

5. You need something to keep a stack of papers together. Name two objects that could work, and say which you would choose.

HARDER

Naming with a limit

This is practice, not a test. Try to name as many items as you can in each group. Stay in the category. If you get stuck, skip ahead and come back.

1. Name foods that are usually served cold. Write as many as you can.

2. Name things you might find in a desk drawer.

3. Name places a person might sit (for example, a chair). Stay with places to sit.

4. Choose one item from your lists and explain when a person would use it.

HARDER

Describe it when the word does not come

Sometimes the word is slow to come. Practice describing the item clearly: what it is for, what it looks like, or where you find it. Do not worry if the exact name comes later.

1. Describe a wallet without using the word “wallet.”

2. Describe an umbrella without using that word.

3. Describe a hearing aid, or another device you know well, without using its name.

4. Choose an object in the room. Write a short description another person could use to name it.

HARDER

Related words, precise differences

These pairs are related, but they are not the same. Name the difference in a full sentence when you can.

1. A path and a hallway — how are they alike, and how are they different?

2. A letter and an email — what is one important difference?

3. A blanket and a coat — when would you use each one?

4. A list and a story — how is the way you read them different?

5. Tired and sleepy — can they mean slightly different things? Give an example.

EASIER

Reading everyday signs

Read each sign. In your own words, write what you should do or what the sign is telling you.

WET FLOOR

_____

QUIET HOURS 9 P.M. – 6 A.M.

_____

STAFF ONLY

_____

PLEASE KNOCK

_____

OXYGEN IN USE

_____

_____

EXIT

_____

OUT OF ORDER

_____

Which of these signs would you treat as a safety warning? Name two.

_____

EASIER

A short café menu

Read the menu from The Maple Room, then answer the questions. You may look back at the menu as often as you need.

The Maple Room

Soup of the day $3.50
Turkey sandwich $6.75
Grilled cheese $5.25
Side salad $2.50
Apple slices $1.75
Coffee or tea $1.50
Milk $1.25

Soup and a half sandwich $7.00

1. How much is a grilled cheese?

2. You want a turkey sandwich and a tea. What is the total?

3. Which costs less: soup and a half sandwich as a combo, or soup plus a grilled cheese priced separately?

4. You have $8. Can you get a turkey sandwich and apple slices? Why or why not?

EASIER

Reading an activity schedule

This is a sample afternoon schedule. It is not necessarily today's schedule. Read it, then answer the questions.

TIME	ACTIVITY	WHERE
1:00	Rest time	Your room
2:00	Bingo	Activity room
3:00	Snack cart	Hallway near the nurse station
3:30	Current events	Library nook
4:30	Music	Dining room
5:15	Dinner	Dining room

1. Where is bingo held?

2. What happens at 3:00, and where do you go for it?

3. You want to attend current events and music. How much time is there between them?

4. If you take a rest at 1:00 and want a snack, what is your plan for the afternoon?

EASIER

Visiting hours flyer

Read this sample flyer from Brook Hall. Then answer the questions. You may look back as often as you need.

Brook Hall visiting hours

Family and friends are welcome from 10:00 in the morning to 8:00 in the evening, seven days a week.
Please sign in at the front desk. Quiet hours begin at 9:00 p.m.
If you need to visit outside these times, please call the desk at 555-0194 before you come.

1. What are the usual visiting hours?

2. What should a visitor do when they arrive?

3. When do quiet hours begin?

4. A friend can only come at 8:30 p.m. What should they do first?

EASIER

A short weather notice

Read the notice, then answer the questions.

Afternoon notice
A brief storm is expected between 2:00 and 4:00 this afternoon. Outdoor walks are moved to the sunroom. The 3:00 garden group is canceled. Indoor cards will be in the Pine Room at 3:15. Please stay inside until staff say the walkways are clear.

1. When is the storm expected?

2. Where will outdoor walks be held instead?

3. What happened to the 3:00 garden group, and what is offered instead?

4. When can people go back outside, according to the notice?

HARDER

Reading a medication label

This label is made up for practice. Lorvex is not a real drug, and Willow Creek Pharmacy is not a real pharmacy. Read the label, then answer the questions. For a real medication, follow the real label and ask a pharmacist, doctor, or nurse if you are unsure.

WILLOW CREEK PHARMACY

Lorvex 10 mg tablets

Take 1 tablet by mouth each morning with food.

Quantity: 30 tablets

Prescriber: Dr. A. Nunez

Date filled: March 3

Refills left: 2

May cause dizziness. Sit a moment before you stand.

1. How many tablets do you take, and when?

2. Should this tablet be taken on an empty stomach? How do you know?

3. How many refills are left?

4. The label mentions dizziness. What does it tell you to do?

HARDER

Reading an appointment letter

Read the letter, then answer the questions. You may look back as often as you need. The clinic and phone number are made up for practice.

Oak Street Clinic

Dear Resident,

Your follow-up visit with Dr. Nunez is on Tuesday, March 17, at 10:30 in the morning, in Clinic Room 2. Please bring your medication list and your glasses. If you cannot come, call 555-0148 before 3:00 the day before the visit.

Sincerely,
The Clinic Office

1. What day and time is the visit?

2. Where should you go?

3. What two things should you bring?

4. If you cannot go, what should you do, and by when?

5. You notice this letter on Monday, March 16, at 4:00 in the afternoon, and you cannot go tomorrow. What problem do you have, and what can you still do?

HARDER

A van schedule

Read this sample schedule from Riverview Van Service. Then answer the questions. The company name and times are made up for practice.

LEAVE	PLACE	RETURN
8:45 a.m.	Westcliffe Clinic	11:15 a.m.
10:00 a.m.	Cedar Street Market	11:50 a.m.
1:30 p.m.	Cedar Street Market	3:30 p.m.
2:00 p.m.	Westcliffe Clinic	4:45 p.m.

1. If you have a 9:30 clinic visit, which van should you take?

2. You want to shop and be back before 12:00. Which run works?

3. How long is the afternoon market trip, from leave to return?

4. You have a visitor coming at 2:00. Which trips would make you late for that visit?

HARDER

A refill reminder

This reminder is made up for practice. Harbor View Pharmacy is not a real pharmacy, and Pelinor is not a real drug. For a real refill, follow the real pharmacy and ask a pharmacist if you are unsure.

HARBOR VIEW PHARMACY

Pelinor 25 mg

Your last refill was picked up on March 2. This fill had 30 tablets. Take 1 tablet in the evening with food.

You have 1 refill left. Please call 555-0177 at least 3 days before you run out.

The desk is open Monday through Friday, 9:00 to 5:00.

1. How many tablets come in this fill, and when is the tablet taken?

2. How many refills are left?

3. When should you call, and what number do you call?

4. Can you call the desk on Saturday, according to this note? How do you know?

HARDER

A building notice

Read this notice, then answer the questions. You may look back as often as you need.

Please read — Wednesday night

The water in this building will be off from 9:00 p.m. Wednesday to 6:00 a.m. Thursday so a pipe can be repaired. Please fill a pitcher before 8:30 p.m. if you will want water at the bedside. The kitchen will have drinking water at the desk if you need more. The elevator will stay in service. If you have a concern, tell the nurse or call the desk at 555-0194 before 8:00 p.m.

1. When will the water be off?

2. What should you do before 8:30 p.m. if you want water at the bedside?

3. Will the elevator work that night?

4. If you have a concern at 8:30 p.m., is the desk number still the plan in this notice? What else could you do?

EASIER

Sort into two groups

Put each item in the group where it belongs. If you are not sure, write it under “not sure” and say why.

Items: spoon, sock, kettle, belt, plate, scarf, fork, coat, mug, glove

Kitchen or table items:

Clothing items:

Not sure, and why:

Add one more item of your own to each group.

EASIER

What does not belong

In each set, circle or write the item that does not belong. Then say why.

1. apple, banana, onion, grape — What does not belong, and why?

2. chair, sofa, bed, window — What does not belong, and why?

3. hammer, screwdriver, spoon, wrench — What does not belong, and why?

4. Monday, Friday, July, Sunday — What does not belong, and why?

5. Make your own set of four items, with one that does not belong. Ask someone to find it.

EASIER

Things that go together

For each item, write one thing that commonly goes with it, and say how they go together.

1. Stamp

2. Soap

3. Key

4. Needle

5. Salt

6. Pillow

7. Choose your own pair of things that go together, and explain the link.

HARDER

Name the category and add one

Name the group these items belong to. Then add one more item that truly fits.

1. robin, sparrow, eagle — Category? One more:

2. oak, maple, pine — Category? One more:

3. flute, piano, drum — Category? One more:

4. nurse, teacher, plumber — Category? One more:

5. letter, postcard, package — Category? One more:

6. Write three items and see if someone can name your category.

HARDER

Sort by more than one feature

The same items can be sorted in more than one way. Use the list, then sort it twice.

Items: wool sock, cotton sock, wool hat, cotton shirt, wool scarf, cotton towel

1. Sort by what they are made of (wool versus cotton).

2. Sort by how they are used (things you wear versus things you do not wear).

3. Which item might fit in more than one “use” group, depending on how you think about it?

4. Invent a third way to sort these items, and show the groups.

HARDER

How do these go together?

These pairs are a little less obvious. Explain the link in a sentence. If you see more than one link, write both.

1. Stamp and mailbox

2. Recipe and grocery list

3. Calendar and appointment

4. Battery and flashlight

5. Envelope and address

6. Which pair was hardest, and why?

HARDER

A leftover that needs a place

You are sorting items into “kitchen,” “bathroom,” and “desk.” One item does not fit neatly. Decide what to do with it and explain.

Items: toothbrush, mug, stapler, towel, spoon, notepad, shampoo, stamps, a small radio, a houseplant

1. Kitchen:

2. Bathroom:

3. Desk:

4. Which item was the leftover, and where would you put it? Why?

EASIER

Reading a day's times

Use this sample day. The times are written for you. Answer the questions. You may look back as often as you need.

8:00	10:30	12:00	3:00
Breakfast	Walk or rest	Lunch	Visit or activity

1. What happens at 12:00?

2. What is scheduled after breakfast and before lunch?

3. If a visit starts at 3:00 and lasts 45 minutes, about what time does it end?

4. You want a 20-minute rest that does not bump into a meal. When could you take it?

EASIER

How long does it last?

Figure out how much time is between the two times. You may write the math in the margin.

1. A show starts at 2:00 and ends at 2:45. How long is the show?

2. A ride leaves at 8:45 and returns at 11:15. How long are you gone?

3. Quiet hours start at 9:00 p.m. It is 8:15 p.m. How long until they start?

4. You sit down at 10:00 and want to stand and stretch after 20 minutes. What time should you stand?

5. A visit is from 1:30 to 3:00. You need 15 minutes to get ready. What time should you start getting ready?

EASIER

Counting a small amount

Add the amounts. You may write the math in the margin. These are practice amounts only.

1. You have a $5 bill and a $1 bill. How much is that?

2. You have 3 quarters, 2 dimes, and 1 nickel. How much is that?

3. You have a $10 bill and you spend $3.25. How much is left?

4. A newspaper is $1.50 and a banana is $0.60. Can you buy both with $2.00? Why or why not?

5. Write one amount you might keep on hand for a small purchase, and why.

EASIER

Do you have enough?

You have $8.00 in your wallet. Decide whether you have enough. Show your work if you want.

1. A sandwich is $6.50 and a tea is $1.75. Do you have enough for both?

2. A greeting card is $3.00 and stamps are $2.40. Do you have enough? How much would be left?

3. You want the sandwich, the tea, and the card. What would you drop, or what would you wait to buy?

4. If someone offers to buy the tea, does that change question 3? Explain.

HARDER

Making change

For each purchase, write how much change you should get. You may write the math in the margin.

1. An item costs $4.15. You pay with a $5 bill. What is the change?

2. An item costs $7.60. You pay with a $10 bill. What is the change?

3. Two items cost $2.25 and $3.40. You pay with a $10 bill. What is the change?

4. An item costs $12.05. You pay with a $10 bill and a $5 bill. What is the change?

5. The clerk gives you $3.00 back after a $6.80 purchase paid with $10. Is that the right change? What should you do?

HARDER

Reading a simple bill

This bill is made up for practice. Valley Light is not a real company. Read it, then answer the questions.

Valley Light — account summary

Amount due: $48.20
Due date: March 18
If paid after March 18, a late fee of $5.00 may be added.
Questions: 555-0132, Monday–Friday, 9:00 to 4:00

1. How much is due, and by what date?

2. If the bill is paid late, what could happen, and what would the new total be?

3. Today is March 16. How many days are left until the due date?

4. You have a question on a Saturday. What is a reasonable plan?

HARDER

Planning the morning by the clock

You need to be at the west entrance at 8:45 for a van. Breakfast is at 8:00 and usually takes 25 minutes. You want 15 minutes to get dressed and 10 minutes to walk to the entrance, with a little extra time so you are not rushing.

1. What is the latest time you should start getting dressed? Show your thinking.

2. Will you finish breakfast in time if you sit down at 8:00? Why or why not?

3. Write a simple morning time plan, from waking to the van.

HARDER

A weekly spending plan

You have $40 for the week for small extras, after your usual bills are paid. Plan a week that stays at or under $40.

ITEM	PRICE
Newspaper, one day	$1.50
Newspaper, full week	$8.00
Greeting card	$3.25
Coffee shop drink	$3.75
Puzzle book	$6.50
Postage for two letters	$2.80
Small plant	$7.00
Bus or van fare, one trip	$2.25

1. If you want the weekly newspaper, how much of the $40 is left?

2. Make a week's plan that includes the weekly newspaper and stays at or under $40. Write the total.

3. If you also needed two van trips, what would you change?

EASIER

One-step directions

Do each step on this page. There is no trick. Take your time and check your work when you finish.

1. Underline the word **Sunday** in this sentence: The visit is on Sunday afternoon.

> The visit is on Sunday afternoon.

2. Circle the number **12** in this line:

> 8 3 12 19 4

3. Write your first name on the line below.

_____

4. Put a check mark in the box if you are sitting down right now.

☐ I am sitting down.

5. Draw a simple X in the empty box below, then write the word **done** next to it.

6. Which direction was easiest, and which one do you want to check again?

_____

EASIER

Two-step directions

Each item has two parts. Do both parts, in order.

1. Write the day of the week, then circle it.

2. Write two colors, then underline your favorite of the two.

3. Write the numbers 1, 2, and 3, then cross out the even number.

4. Write the name of a meal, then write one food you might eat at that meal.

5. Write a short word, then write a longer word that starts with the same letter.

6. Check your work. Put a star next to any item you had to redo.

EASIER

How to set a simple table

Read the directions, then number the pictures-in-words in the order you would actually do them. Then answer the questions.

> To set a simple place: clear a space on the table. Put the plate in the center. Place the fork on the left of the plate and the knife and spoon on the right. Set a glass above the knife. Add a napkin last, under the fork or on the plate.

Write 1–5 beside these steps in a safe, sensible order:

_____

_____

_____

____ Add the napkin. ____ Place the fork, knife, and spoon. ____ Clear a space. ____ Set the glass. ____ Put the plate in the center.

1. Why does it help to clear a space first?

_____

2. If you only needed a bowl and a spoon, what would you change?

_____

HARDER

First, then, and last

Follow each set of directions exactly, using the words first, then, and last.

1. First write the season, then write today's day of the week, and last write the year if you know it.

2. First name a room in a home, then name something you would find in that room, and last tell one thing you would do there.

3. First write a number greater than 10, then add 5 to it, and last circle the total.

4. First underline the safer word in this pair: rush / pause. Then write one sentence that uses the word you underlined.

HARDER

Conditional directions

Read the if/then rule, then do only what the rule asks. Some items will have you skip a step on purpose.

> Rule: If a sentence mentions a **day of the week**, underline that day. If it mentions a **time**, circle the time. If it mentions neither, write the word "none" in the margin.

1. Lunch is at 12:00.

2. The visit is on Tuesday.

3. The chairs in the sunroom were moved.

4. Music is on Friday at 3:00. (Do both things the rule asks.)

5. In your own words, explain the rule you followed.

HARDER

A simple floor plan

Use this simple map of a hallway. “You are here” is your room. Answer the questions in your own words.



1. How would you get from your room to the dining room?

2. If you left the dining room and needed the nurse, what would you pass?

3. How would you get to the Pine Room from your room?

4. A visitor asks, “Where is the Pine Room?” Write a short set of directions they could follow.

HARDER

A voicemail with four parts

Read the instructions, then write the message you would leave. Include all four required parts.

Leave a message for the clinic desk

Your message should include: (1) your name, (2) a number where you can be reached, (3) the reason for the call in one sentence, and (4) a good time to call you back.

Write the message here:

Check your work. Which of the four parts are in your message? If one is missing, add it below.

HARDER

Directions with an extra sentence

Each item has an extra sentence you do not need. Follow only the direction. Ignore the extra information.

1. The hallway was just mopped, and it smells like lemons. Write the next meal of the day on the line.

2. Someone left a magazine on the table. Underline the second word in this sentence: The quiet room is open.

3. It might rain later, but the sun is out now. Circle the shorter word: Thursday / May

4. The phone rang twice during lunch. Write only the year, if you know it. Do not write the month.

5. In your own words, what was this page asking you to do with the extra sentences?

EASIER

Starting a conversation

For each situation, write one friendly way to start talking. A short sentence is enough.

1. A visitor you know sits down near you.

2. Someone new sits at your table at a meal.

3. You see a staff member you like in the hallway.

4. What is one thing you could say if you are not in the mood to talk? (A polite way to say not right now is fine.)

EASIER

Asking for help politely

Write what you could say. Keep it clear and polite. You do not have to use fancy words.

1. You cannot reach a sweater on a hook.

2. You did not hear what someone said.

3. You need more time before you stand up.

4. You want a staff member or a family member to sit with you while you make a phone call.

EASIER

Keeping the talk going

Someone says the first line. Write a comment or a question that keeps the conversation going in a natural way.

1. “I brought some photos from the garden.”

2. “Lunch was later than usual today.”

3. “My grandson starts school next week.”

4. Write one follow-up question you personally like to ask when you meet someone.

HARDER

When the subject changes

Conversations sometimes shift. Write a polite way to respond in each case.

1. You were talking about a book, and the other person starts talking about the weather. What could you do?

2. You still want to finish your story. What is a polite way to come back to it?

3. You can tell the other person is tired of the topic. How could you change the subject kindly?

4. When is it better to let a topic go?

HARDER

Repairing a misunderstanding

Something did not land the way you meant. Write a calm way to fix it.

1. You said “no” too quickly, and the other person looks hurt. What could you say next?

2. Someone thinks you asked for tea, but you asked for water. How can you clear that up?

3. You did not hear a name and nodded anyway. What can you do now?

4. Write one phrase you want to remember for “I think I misunderstood.”

HARDER

What would you say?

These are everyday social problems. Write words you would actually be willing to use.

1. A roommate's or family member's radio is loud, and you need it quieter so you can rest.

2. A visit is running long, and you are getting tired.

3. Someone keeps finishing your sentences, and you would like to finish them yourself.

4. You want to thank someone without making a big speech.

HARDER

A short phone script

Practice what you would say when you call Westcliffe Clinic to change an appointment. The clinic name is made up for practice. Write in your own words.

1. How would you start the call (your name and the reason you are calling)?

2. What information should you have in front of you before you dial?

3. The desk offers Thursday at 10:30 or Friday at 2:00. How would you choose and confirm?

4. How would you end the call so you are sure of the new day and time?

HARDER

When to talk, when to wait

In a group, timing matters. Write what you would do, not only what you would say.

1. Several people are talking at a meal, and you have a story you want to share. How can you find a turn?

2. Two people are having a private-sounding talk. Should you join in? Why or why not?

3. Someone is upset. Is this a good time for a joke or a long story? What could you offer instead?

4. Write one personal rule that helps you in group conversations.

EASIER

Places I have known

Share only what you want to share. Skip any question. This is a conversation on paper, not a test.

1. Name a place you have lived, visited, or loved. It can be a town, a house, a shop, or a stretch of road.

2. What do you remember about the way it looked, sounded, or smelled?

3. Who was often there with you, if anyone?

4. If you could go back for one afternoon, what would you do first?

EASIER

Work, roles, and skills

Work can mean a job, raising a family, volunteering, or running a home. Share only what you want to share.

1. What is one role you have had that still matters to you?

2. What is a skill you are proud of, even a quiet one?

3. What did people often ask you to help with?

4. What would you want a younger person to know about that work?

EASIER

Food, music, and ordinary days

Ordinary days often hold the best details. Skip anything you do not want to talk about.

1. Name a food you associate with home or with a celebration.

2. Name a song, singer, or kind of music that still stays with you.

3. What did a regular weekday look like at one time in your life?

4. Which of these — food, music, or a regular day — would you like to talk more about?

HARDER

A person who mattered

You can write about someone living or someone you remember. Stop whenever you want. You do not have to name the person if you would rather not.

1. Who is the person, in whatever way you want to describe them?

2. What is one thing they did, said, or taught that you still think about?

3. What would they notice about you now that might make them smile?

4. Is there a story about this person you would like someone to write down with you later?

HARDER

Holidays and traditions I know

Traditions can be religious, cultural, family-based, or as simple as a regular Sunday meal. There is no right tradition. Share only what you want.

1. Name a holiday, season, or tradition you know well.

2. What food, music, or gathering do you associate with it?

3. What part of it did you like, or what part felt like work?

4. Is there a small piece of that tradition you still enjoy now?

HARDER

Then and now

This page is about change, not about judging the present. Skip what you do not want to compare.

1. Name one thing that has stayed the same in you, even as life has changed.

2. Name one thing that is different now, for better or just different.

3. What helps you feel like yourself in an ordinary week?

4. What is one small thing you still want to do, try, or talk about?

EASIER

After this task

Use this page after a worksheet or a real task. Honest answers help more than “perfect” ones. This is not a score.

1. What did you just do?

2. How hard did it feel?

- ☐ Easy
- ☐ About right
- ☐ Hard
- ☐ Too hard today

3. What was the easiest part?

4. What was the hardest part?

5. What help, if any, made a difference?

6. Would you try this again another day? Why or why not?

EASIER

What helps me do my best

People do better in different conditions. Check or write what is true for you. Skip anything you do not know yet.

1. What time of day do you usually feel most alert?

2. Do you do better in a quiet room, or with a little sound in the background?

3. Do written reminders help you, or do you prefer someone to tell you once?

4. How long can you work before you need a short break?

5. Write one thing staff or family could do that actually helps, and one thing that does not.

EASIER

Signs I need a pause

It is a strength to notice when you need a break. Write the signs you know in yourself.

1. What do you feel or notice when you are getting tired or overloaded?

2. What is a short pause that actually helps you (water, quiet, closing your eyes, standing and sitting back down)?

3. What could you say to someone if you need to stop a task?

4. Write one personal sign that means “not now — try later.”

HARDER

Check your work

This short set has two mistakes on purpose. Do the items, then check them. Find the errors and fix them.

Completed sample (find the errors)

1. 6 + 7 = 12
2. A week has 8 days.
3. Noon is 12:00.
4. $5.00 minus $1.25 is $3.75.

1. Which items are already correct?

2. Which items are wrong, and what should they say?

3. What did you do to check (look again, count, say it out loud)?

4. When is it worth checking your work in daily life? Give one example.

HARDER

Before you start, pick a plan

Choose a task you are about to do (a page in this bundle, a phone call, or a short real task). Plan before you begin.

1. What is the task, in one sentence?

2. What will “done” look like?

3. What support might help (a calendar, a quieter room, a written list, a person nearby)?

4. What will you do if you get stuck?

5. After you finish, look back: did the plan help? What would you change?

HARDER

When a mistake happens

Mistakes are part of practice. This page is about what to do next, not about blame.

1. Think of a small recent mistake (wrong day, missed detail, a word that did not come). What happened, in brief?

2. What is a safe or useful next step, rather than starting over in a rush?

3. What could you do differently another time, if anything?

4. Write one sentence you want to remember for yourself when something goes wrong.

Answer key

Use this key when a task has a clear answer. For open-ended safety or planning items, look for a specific, safe plan rather than one exact sentence. Accept reasonable wording.

The key is grouped by section. Later pages of the key cover the added worksheets (categorization, time and money, following directions, conversation, reminiscence, and self-monitoring).

ORIENTATION

Daily orientation board / Today's orientation. Answers depend on the real day, place, and people. Accept a correct day, date, season, and setting. "Other" is fine when the person names the place.
Using a weekly plan. 1. Lab work in the morning; do not eat before the lab. 2. Yes, it conflicts — physical therapy is at 10:00 on Monday. 3. Thursday (1:30 in the afternoon). 4. A visitor is already planned from 2:00 to 3:00, so the friend would need a different time (or to join that visit if that is appropriate). 5. Saturday is fully open; Sunday has an optional church service on TV but no required appointment. Thursday morning is also open.
Planning today from a calendar. 1. Blood pressure check at 9:30. 2. 11:00 or 3:30; either is open and long enough for a 30-minute visit. Prefer an answer that avoids mealtimes and the 2:00 therapy. 3. The 3:30 open time is shorter (about 45 minutes before dinner) but can still hold a brief plan; the person may also rest or shift the visit. Accept any plan that notices the late end time. 4. Answers vary; the plan should follow the listed times in order.

MEMORY

Memory book starter / Using a written reminder / Remembering what comes next. Answers vary. Look for usable, specific reminders and a sensible order (rest at 1:00, therapy at 2:30, phone call after therapy, blanket request later in the evening). If therapy starts at 3:00, the rest can stay at 1:00; the call moves to after 3:00.
Immediate recall, Part A. window, coffee, button, river (any order). Score the number recalled.
Immediate recall, Part B. 1. Tuesday. 2. Blue. 3. His sister. 4. He watered the plant by the window.
Take notes, then recall. 1. Friday at 9:30 in the morning. 2. Current glasses and a list of her eye drops. 3. Second floor, Room 210. 4. Call the desk before 3:00 on Thursday.

ATTENTION AND SEQUENCING (GRIDS)

Find every N. There are **12** letters N. Locations (row, column), counting from 1 at the top and left: (1,3), (1,7), (2,1), (2,5), (3,4), (3,7), (4,2), (4,6), (5,1), (5,5), (6,3), (6,7).
Find every B and every 5. There are **7** letters B and **8** numbers 5. Total marks: **15**.
B locations: (1,3), (2,1), (3,6), (4,4), (5,3), (6,5), (7,1).
5 locations: (1,2), (2,4), (3,2), (4,6), (5,1), (6,3), (7,4), (7,7).

Answer key, continued

ATTENTION AND SEQUENCING

Put the steps in order. Tea: (1) Heat the water, (2) Place a tea bag in the cup, (3) Pour the hot water into the cup. Accept placing the tea bag first, then heating, then pouring. Sweater: (1) Open the closet, (2) Take the sweater off the hanger, (3) Put the sweater on or set it nearby. Hands: (1) Wet your hands and add soap, (2) Rub and then rinse the soap off, (3) Dry your hands. Meal: (1) Sit at the table or sit up in a safe position, (2) Make sure the tray is close and steady, (3) Begin eating when you are settled.
A longer daily sequence. A safe order is: (1) Sit at the edge of the bed and pause, (2) Stand when you feel steady, or ask for help, (3) Use the bathroom if you need to, then wash your hands, (4) Wash your face and brush your teeth, (5) Get dressed, (6) Eat breakfast. Accept close variations that keep sitting and standing before walking to the bathroom, and washing before breakfast. 1. Pausing helps you check if you feel dizzy or unsteady before you stand. 2. Sit back down and ask for help; do not walk while unsteady. 3. Answers vary.

PROBLEM-SOLVING AND SAFETY

Answers vary. Look for a specific, safe plan. Preferred ideas:
Call light. 1. Use the call light and wait for help; do not get up alone if you need assistance. 2. Call out, use a backup call method if there is one, or wait for staff you can see — do not climb or lean far out of bed to reach it. 3. Wait a short time, then press again or call out calmly; if you have a roommate or can see staff, ask them to help you get someone's attention. 4. No. Stay seated or lie back and use the call light. Dizziness is a reason to ask for help.
Everyday safety choices. Safer choices are: go around the rug and tell someone; ask for help with the high shelf (or use a stable step only if that is allowed); check a calendar or ask someone; do not walk through the spill, and tell someone or wipe it if that is safe. The other options are less safe.
Medication safety (Lorvex is fictional). 1. Wait and take it with food, or ask the nurse. 2. Sit or lie back, do not walk alone, and tell the nurse or someone with you. 3. Decline. Do not take another person's medication. 4. Do not take a second tablet to be safe. Ask the nurse, or check a pill organizer or medication log if one is in use.
Facility and home. 1. Sit back down if you can, and ask for the walker or for help; do not step out to grab it if you are unstable. 2. Check the kitchen if you can do so safely, turn off a burner if that is the cause, and get out and call for help if you see or smell a fire. 3. Do not guess at a label you cannot read; ask someone to read it or wait until you have your glasses. 4. Do not let a stranger in. Check a badge through the door, call the power company or a family member, or ask them to come back when someone else is home.

Answer key, continued

REASONING AND EXECUTIVE FUNCTION

A simple schedule. Answers vary. A workable plan keeps lunch at 12:00 and the phone call at 2:00. The walk and rest can go before lunch or between lunch and 2:00, as long as they do not overlap the fixed times. If the call moves to 11:30, it should be placed before lunch; the walk or rest may move after lunch.
Simple money practice. 1. $2.25 + $1.75 = **$4.00**. 2. $10.00 – $4.00 = **$6.00**. 3. Yes. $6.00 is enough for a $1.50 bottle of water; $4.50 would be left. 4. Yes. $5.00 + $0.80 = $5.80; $4.20 would be left from $10.
A schedule with a conflict. The conflict is that a 1:30 therapy session lasting 45 minutes (until about 2:15) overlaps the sister's only visit window (1:45–2:30). A strong plan asks whether therapy can start earlier or later, or whether the sister can come at the end of therapy (about 2:15–2:30) or sit in if the setting allows. The shower fits at 12:30 without rushing; 3:00 also works if the visit ends by then. Accept any plan that names the overlap and offers a specific change.
Planning a short shopping list. 1. $3.49 + $2.89 = **$6.38**. 2. $20.00 – $6.38 = **$13.62** left. 3. Answers vary. A valid list includes milk and bread and stays at or under $20.00. Example: milk, bread, bananas, apples, eggs, and cookies = $18.40. 4. If eggs are required and the first list is already close to $20, drop a treat (cookies) or a second fruit so the new total stays at or under $20.

WORD FINDING

Name it from a short description. Accept close synonyms. 1. Clock or watch. 2. Chair (or stool). 3. Socks. 4. Bedroom. 5. Pen or pencil. 6. Refrigerator (or fridge). 7. Window. 8. Call light (or nurse call button).
Categories / Naming with a limit. Answers vary. Credit items that clearly fit the category. For "naming with a limit," stay in category; repetitions or off-category items are not counted. Item 4 is open-ended.
Features, uses, and differences. Answers vary. Look for two bathroom items with a real difference; fork and spoon as eating utensils with a different use; a telephone described by function without the word "phone"; a bowling ball as heavier, with a reason; two ways to hold papers (for example, a paper clip and a folder) and a choice.

FUNCTIONAL READING

Reading everyday signs. Wet floor: walk carefully or go around; the floor may be slippery. Quiet hours: keep noise down from 9 p.m. to 6 a.m. Staff only: do not enter; the space is for staff. Please knock: knock before you go in. Oxygen in use: no smoking or open flames; be careful around oxygen. Exit: this is the way out. Out of order: do not use it; it is broken or shut off. Safety warnings often include wet floor, oxygen in use, and out of order.
A short café menu. 1. $5.25. 2. $6.75 + $1.50 = **$8.25**. 3. The combo is $7.00. Soup plus a grilled cheese is $3.50 + $5.25 = $8.75. The combo costs less. 4. No. $6.75 + $1.75 = $8.50, which is more than $8.
Reading an activity schedule. 1. The activity room. 2. The snack cart, in the hallway near the nurse station. 3. One hour (3:30 to 4:30). 4. Answers vary; a clear plan uses rest at 1:00 and the 3:00 snack cart, and may include other listed activities.
Reading a medication label. 1. One tablet each morning. 2. No; the label says to take it with food. 3. 2 refills. 4. Sit a moment before you stand.
Reading an appointment letter. 1. Tuesday, March 17, at 10:30 in the morning. 2. Clinic Room 2. 3. Medication list and glasses. 4. Call 555-0148 before 3:00 the day before the visit (Monday). 5. The official cutoff has already passed, but the person can still call the clinic right away, explain the problem, and ask to reschedule.

Answer key, continued

ORIENTATION (ADDED PAGES)

People and place / Morning, afternoon, or evening. Answers depend on the real place and time. Accept a correct setting, a named person or role, and a sensible time-of-day choice with a real clue (clock, light, meal). “No clock in view” is acceptable when true.
A sample monthly calendar. 1. Clinic at 1:30. 2. Three physical therapy visits (the 2nd, 9th, and 16th). 3. No. A visitor is already listed at 2:00 on the 10th. 4. The calendar only says “Lab a.m.” The person should ask the nurse or clinic whether to eat; do not guess. 5. Saturday the 14th.
Using a short bulletin. 1. Thursday. 2. The Pine Room at 12:00. 3. Evening music is canceled; a short film is in the library nook at 6:00. 4. Use the call light as usual. The front desk number 555-0194 is also listed.

MEMORY (ADDED PAGES)

A short errand list. newspaper; a new box of tissues; return a library book; thank the person at the desk (any order). Score the number recalled. “Thank the person” is a reasonable last step after the errands.
Choosing a memory aid. Answers vary. Preferred ideas: 1. A wall calendar or whiteboard, posted where it will be seen. 2. An alarm or timer. 3. A notebook (or a running list). 4. Answers vary. A pill organizer should be used only as the nurse or pharmacist has set it up.
A second delayed story. 1. Friday (morning). 2. The front desk, before 4:00. 3. Ms. Padilla. 4. A puzzle book from his nephew, and a note to save a game for Sunday.
Remembering a van message. 1. Monday at 8:45 in the morning. 2. The west entrance; Westcliffe Clinic for a 9:30 appointment. 3. Her medication list and a light jacket. 4. Call 555-0160 before 7:00 that morning.
Names and roles. 1. Mr. Ellison (activities). 2. Tuesday and Thursday. 3. The nurse desk (day shift). 4. Wednesday at 1:00, Room 2.

Answer key, continued

ATTENTION AND SEQUENCING (ADDED PAGES)

Find every 3. There are **12** numbers 3. Locations (row, column), counting from 1 at the top and left: (1,3), (1,6), (2,1), (2,5), (3,3), (3,8), (4,2), (4,5), (5,1), (5,4), (6,5), (6,6).

Putting a phone message in order. A strong order is: (1) Wait for the tone or the prompt, (2) Give your name and a number where you can be reached, (3) Say the one thing you are calling about, (4) Speak slowly and say thank you. Accept a close variation that still waits for the prompt first and includes name, reason, and a close. 1. So the person can call back. 2. Write a short note first.

Find TABLE and BLUE. TABLE appears **6** times (once in each row). BLUE appears **5** times (all rows except row 3). Total marks: **11**.

A story in order. (1) Ms. Padilla wanted a mystery book from the library nook. (2) She put on her glasses and read the titles on the shelf. (3) She found a thin blue book and opened the first page to see if she liked it. (4) She checked the book out at the desk and wrote the due date in her notebook. (5) On the way back, she stopped to thank the volunteer. (6) She sat down later and read the first chapter after lunch. 1. The due date, so she can return the book on time. 2. Answers vary.

PROBLEM-SOLVING AND SAFETY (ADDED PAGES)

Answers vary. Look for a specific, safe plan.

Weather and going out. 1. Do not walk through the wet floor if you can go around; tell staff. 2. Consider staying in, using good shoes or a device, and going with someone; ice is a reason to say no. 3. Move out of the direct sun, have water, tell someone if you feel unwell. 4. Look outside, check a weather notice, or ask someone; take the sweater if unsure.

If a plan changes. 1. Rest, join something else, or confirm the new time in writing. 2. Ask about a late tray or a snack; do not skip food if you need it. 3. Check a bulletin, ask activities or staff, or look at the schedule. 4. Rest and reschedule the walk; do not force it if you are exhausted.

A suspicious phone call. 1. Do not give a card number. Hang up and call the bank back on a number you already have. 2. Do not pay a fee by gift card to claim a prize. Hang up. 3. Check with a trusted family member, or call the company back on a known number. 4. Answers vary (for example, “I do not give information to unexpected callers”).

A dropped tablet and a kitchen spill. Pelinor is fictional. 1. Do not take a tablet that has been on the floor unless a pharmacist or nurse says to; ask for guidance, and do not take an extra tablet “to be safe” without asking. 2. Do not crawl under furniture if that is unsafe; ask for help to find it so no one steps on it, and ask whether a replacement dose is needed. 3. Stay out of the water; unplug only if you can do so safely from a dry place, or leave it and get help; then clean the spill. 4. Dry the floor fully; move the cord; tell someone if the floor is still wet.

Answer key, continued

REASONING (ADDED PAGES)

What do you need for the outing? Answers vary. Look for a short, practical list (for example, a sweater, identification, a little money, a phone or a note with a contact, glasses). A reason for each item, one thing left behind, a rain change, and someone who knows the plan.
Putting tasks in priority order. The form due at 11:00 (B) should come first. The thank-you note (C) can wait until later in the week. The rest (A) and the walk (D) fit around the form if there is time. If it rains, drop or shorten the walk and keep the form first.
Choosing between two options. Answers vary. Option A keeps the 2:00 visit and is back before lunch. Option B gives more shop time but conflicts with the visit unless the sister can come later. A strong answer names that trade-off and, if the person wants both, asks to move the visit or take the morning van.

WORD FINDING (ADDED PAGES)

Finish the sentence. Accept any word that makes sense. Typical answers: 1. spoon. 2. gloves or mittens. 3. postal worker (accept a short description such as “the person who brings the mail”). 4. address book, notebook, or phone. 5. Answers vary (read, rest, talk). 6. lamp or light. 7. paper. 8. Answers vary (bedroom, library nook, a quiet chair).
Name it by what it does. Accept close synonyms. 1. Bookmark, or a slip of paper. 2. Towel. 3. Key. 4. Glasses, or a lamp. 5. Container, bowl, or leftover box. 6. Call light or nurse call button. 7. Umbrella or a hat. 8. Thermometer.
Describe it when the word does not come / Related words, precise differences. Answers vary. Look for function, appearance, or place in the descriptions, without the banned word when the page asks for that. Look for a real difference in each pair (path vs. hallway; paper vs. electronic mail; warmth indoors vs. outdoors; a list is scanned, a story is read through; tired vs. ready for sleep).

FUNCTIONAL READING (ADDED PAGES)

Visiting hours flyer. 1. 10:00 in the morning to 8:00 in the evening, seven days a week. 2. Sign in at the front desk. 3. 9:00 p.m. 4. Call the desk at 555-0194 before they come.
A short weather notice. 1. Between 2:00 and 4:00 this afternoon. 2. The sunroom. 3. The garden group is canceled; indoor cards are in the Pine Room at 3:15. 4. When staff say the walkways are clear.
A van schedule. 1. The 8:45 a.m. van to Westcliffe Clinic. 2. The 10:00 a.m. market run, back at 11:50 a.m. 3. Two hours (1:30 to 3:30). 4. The 1:30 market trip (back at 3:30) and the 2:00 clinic trip (back at 4:45) would make the person late for a 2:00 visit.
A refill reminder. Pelinor and Harbor View Pharmacy are fictional. 1. 30 tablets; 1 tablet in the evening with food. 2. 1 refill left. 3. Call 555-0177 at least 3 days before running out. 4. No. The desk is open Monday through Friday, 9:00 to 5:00.
A building notice. 1. 9:00 p.m. Wednesday to 6:00 a.m. Thursday. 2. Fill a pitcher before 8:30 p.m. 3. Yes; the elevator stays in service. 4. The “call before 8:00 p.m.” window has passed; tell the nurse (or go to the desk).

Answer key, continued

CATEGORIZATION AND ASSOCIATIONS

Sort into two groups. Kitchen or table: spoon, kettle, plate, fork, mug. Clothing: sock, belt, scarf, coat, glove. Credit a reasonable placement if the person explains it. Added items will vary.
What does not belong. 1. Onion (the others are fruits). 2. Window (the others are furniture you sit or lie on). 3. Spoon (the others are tools for building or repair). 4. July (the others are days of the week). 5. Answers vary.
Things that go together. Typical links: stamp and envelope or mailbox; soap and water or hands; key and lock or door; needle and thread; salt and pepper or food; pillow and bed or sleep. Other sensible pairs are fine.
Name the category and add one. 1. Birds. 2. Trees. 3. Musical instruments. 4. Jobs or occupations. 5. Mail or things you send. Added items and the person's own set will vary; they should fit the category.
Sort by more than one feature. 1. Wool: sock, hat, scarf. Cotton: sock, shirt, towel. 2. Wear: all except the cotton towel. 3. The towel is the usual "do not wear" item; some people may mention a hat or scarf used in more than one way. 4. Answers vary (for example, by color, by season, or by size).
How do these go together? 1. You use a stamp to send mail, often placed in a mailbox. 2. A recipe tells you what to buy; the list comes from the recipe. 3. You write an appointment on a calendar. 4. A battery powers a flashlight. 5. An address goes on an envelope. Other accurate links are fine.
A leftover that needs a place. Typical sort: kitchen — mug, spoon (and maybe the radio); bathroom — toothbrush, towel, shampoo; desk — stapler, notepad, stamps. The small radio or the houseplant is a likely leftover. Accept any placement with a clear reason.

Answer key, continued

TIME AND MONEY

Reading a day's times. 1. Lunch. 2. Walk or rest at 10:30. 3. About 3:45. 4. After breakfast and before lunch, or after lunch and before 3:00; the 10:30 slot already includes rest.
How long does it last? 1. 45 minutes. 2. 2 hours and 30 minutes. 3. 45 minutes. 4. 10:20. 5. 1:15 (15 minutes before 1:30).
Counting a small amount. 1. $6.00. 2. $1.00 (75¢ + 20¢ + 5¢). 3. $6.75. 4. No. $1.50 + $0.60 = $2.10, which is more than $2.00. 5. Answers vary.
Do you have enough? 1. No. $6.50 + $1.75 = $8.25, which is more than $8.00. 2. Yes. $3.00 + $2.40 = $5.40; $2.60 would be left. 3. Answers vary; the person cannot buy the sandwich, the tea, and the card with $8.00 ($6.50 + $1.75 + $3.00 = $11.25). 4. If someone buys the tea, sandwich plus card is still $9.50, so the person still cannot buy both of those with $8.00.
Making change. 1. $0.85. 2. $2.40. 3. $2.25 + $3.40 = $5.65; change is $4.35. 4. $15.00 − $12.05 = $2.95. 5. No. Correct change is $3.20. The clerk was short by $0.20. A polite statement of the error is a good plan.
Reading a simple bill. Valley Light is fictional. 1. $48.20, due March 18. 2. A $5.00 late fee may be added; the new total would be $53.20. 3. Two days. 4. The listed hours are Monday–Friday, 9:00 to 4:00. Wait until Monday, or see whether a recorded line takes messages; do not assume the desk is open on Saturday.
Planning the morning by the clock. Breakfast from 8:00 to about 8:25, then 15 minutes to dress, then 10 minutes to walk, would land at the entrance about 8:50 — late for an 8:45 pickup. A strong plan is to dress before breakfast (for example, start dressing by 7:45), eat at 8:00, and leave the room by about 8:35. Accept any plan that sees the time problem and fixes it.
A weekly spending plan. 1. $40.00 − $8.00 = $32.00 left. 2. Answers vary. A valid plan includes the weekly newspaper and stays at or under $40.00. Example: weekly newspaper $8.00, puzzle book $6.50, greeting card $3.25, postage $2.80, small plant $7.00, two coffee drinks $7.50; total $35.05. 3. Two van trips are $4.50. If the first plan is already close to $40, drop a treat or the plant so the new total stays at or under $40.

Answer key, continued

FOLLOWING DIRECTIONS

One-step / two-step / first-then-last / extra sentence. Score whether the person did what was asked (and ignored extra information on the last of those pages). Item 3 on the two-step page: 2 is the even number to cross out. Item 2 on the extra-sentence page: underline *quiet* (the second word of "The quiet room is open."). Item 3: *May* is shorter than Thursday.
How to set a simple table. (1) Clear a space, (2) put the plate in the center, (3) place the fork, knife, and spoon, (4) set the glass, (5) add the napkin. 1. So there is room and you are not moving things later. 2. Use a bowl instead of a plate, and only a spoon; the rest can be left off.
Conditional directions. 1. Circle 12:00. 2. Underline Tuesday. 3. Write "none." 4. Underline Friday and circle 3:00. 5. The person should restate the if/then rule in their own words.
A simple floor plan. 1. Leave your room, go down the hall past the nurse desk, to the dining room. 2. You would pass the nurse desk (and the hall). 3. Leave your room, go to the nurse desk, then down to the Pine Room. 4. Answers vary; the directions should mention the nurse desk as a landmark.
A voicemail with four parts. Credit a message that includes name, a number, a one-sentence reason, and a good time to call back. If a part is missing, the person can add it on the check line.

CONVERSATION AND PRAGMATICS

Answers vary. Look for a polite, specific thing to say or do, not a single script.
Preferred ideas: a short greeting or comment to start; a clear request for help or for a repeat; a follow-up question that stays on the other person's topic; a way to return to a story or to let a topic go; a calm repair ("I think I misunderstood"); a direct but kind request to turn a radio down, to end a visit, or to finish a sentence; a phone script that states the name, the reason, a choice between two times, and a repeat of the new time; waiting for a pause in a group, and not joining a private talk.

REMINISCENCE AND SELF-MONITORING

Answers vary. These pages are not scored for "correct" content. Look for participation, a specific detail, or a useful plan. The person may skip any item.
Check your work. Items 3 and 4 are already correct (noon is 12:00; $5.00 – $1.25 = $3.75). Items 1 and 2 are wrong: 6 + 7 = 13, not 12; a week has 7 days, not 8. Credit the person for finding both errors and for naming a way they checked.