

## Colored Houses Beginner Level 3-18-26

**Cognitive Skills:** Visual and auditory processing, working memory, visual memory, attention, cognitive flexibility, and focused attention.

**Instructions:** Always model first, what to say and do, "I see bear on bear," and take turns. Eventually, you can compete. If the student is non-vocal, you will be their voice, saying what they are doing. Use only the elements the students know and gradually add more. Use the 5-room house board for memory work.

<b>Processing Level 1</b>
Place the nine outside house cards in a straight line. Ask, "What do you see?" Begin sorting by the colors that the student knows and then by the animals that the student knows. You can say, "I see green on green," or "I see green above green," or "I see green under green." *Processing games should be done long term to continue to increase their processing speed and eventually race. You can keep their time to sort a deck. If racing against someone, one person can put the card above and the other under. Always use language when sorting.
<b>Processing Level 2</b>
Place the nine inside house cards in a straight line. Ask, "What do you see?" Discuss what they see on each card. Begin sorting by color only. Then sort by animals. Then, sort by the other items: numbers only, letters only, symbols only, and words of number only. You can eventually add the presidents and months. Always begin with what the student knows and gradually add. *The symbol on the brown card has been called left parenthesis, C, leash, or rope. *The symbol on the white card is parenthesis but can be a web.
<b>Processing Switch Level 3</b>
Use the outside house initially and then the inside house. Begin sorting by colors for ten cards and then switch to animals and after ten cards switch to sorting by colors for ten cards. Then use the inside house. Begin sorting by colors for ten cards and then animals for ten cards, then letters, then symbols, and then words of the number.
<b>Working Memory Level 1</b>
Lay the outside cards in a straight line. Alternate sorting: color and animal. Next, lay the inside cards in a straight line. Alternate sorting by two items: color and animal. Then alternate sorting by number and color. Next, move to alternating three items: number, color, animal. Move to any three items. Eventually add four items: number, color, animal, letter, then number, color, animal, letter, symbol and then number, color, animal letter, symbol, word of number. You can eventually include the presidents and months of the year. 2 is John Adams and February * <b>Animals Only:</b> Use the animal cards and alternate number, color and color, animal and then number, color animal
<b>Working Memory: "I See You" Level 2</b>
Use animal cards: one bear, two fish, three snakes, four elephants, five turtles six horses, seven camels, eight spiders, and nine pigs. Place two cards face up: snake and bear. "I see you handing me 3 red snakes. What do you see yourself doing?" "I see myself handing you 3 red snakes." If successful, "I see you handing me three red snakes and then one green bear." Continue adding cards and always repeat the

previous cards. Next, add five black turtle, four yellow elephants, two blue fish, seven brown camels, nine purple pigs, six orange horses, eight white spiders. Then, let the student have a turn and give you directions.

### **Working Memory Level 3**

“Who lives in the green house?” Look at the green house and say what you see. Then, turn it over and recall what you saw. You can begin with one item: “I saw a green bear.” Then, “I saw a green bear and number one.” \* Use the new five room house grid to write the items for the house. You can also place cubes over the items and ask who lives under the cube.

### **Focus Level 1**

You can begin with the animal cards, followed by the outside house cards, and finally the inside house cards. Place 12 cards face up and find two items that match. Say, “I see two blue cards.” “I see three red snakes.” You can also find the same letters, the same words, and the same symbols.

You can increase to finding three items that are the same.

**\*Bridge to math and when you find two blue fish and two blue fish say, “I see four blue fish.”**

### **Sequencing Level 1**

Place the 9 code cards in a straight line as a guide. Place nine additional cards face up in a 3 x 3 grid. Find three cards in a sequence: 1,2,3 (digits) and place them below the code cards. Then move to letters: A,B,C, then animals: bear, fish, snake, then colors: green, blue, red, then symbols: circle, X, box.

### **Directions: Up, Down, Left, Right**

Place two cards face down and turn the roof of the house to the up and down positions. Alternate turning the cards in the up position and down position. Then, take two cards and turn the roof of the house to the left and right positions, and alternate turning the cards to the right and left. You can also say north south, west, and east.

### **Visual Memory Level 1**

Use the Animal Cards. Turn them face down and ask if they know which animal is in the blue house, yellow house.... Then turn the cards face up and cover with an index card or Xtreme cards. You can begin with 4 sets of animals and increase to all nine sets. They are trying to find the match.

### **Tic Tac Toe Level 1**

Use the inside house cards and place them in a 3 x 3 grid 1-9. You can place a unifix cube on the number when you make your first move. “I see my cube on five.” If you do not have unifix cubes, one player will turn the card over to the left and the other to the right.

### **Tic Tac Toe Level 2**

Use the inside house cards and place one set in a 3 x 3 grid 1-9 and another set in a 3 x 3 grid 1-9. Each player has their own board. If player one goes on the 5, that space is taken on both boards. It is one game played on two boards.

### **Tic Tac Toe Level 3**

Use the outside house cards and place one set in a 3 x 3 grid green-purple and another set in a 3 x 3 grid green-purple. Each player has their own board. Player, one says the animal or number, they visualize on the other side. When they turn over that space is taken on both boards. It is one game played on two boards.

