

Name _____ Date _____ Time taken _____

What this sheet trains

Divided attention - holding a second rule in mind while your main attention is busy elsewhere. This is the skill behind listening to a teacher while taking notes, or checking your working while solving the next step.

Strategy: anchor and sweep. Give the main task your focus and let the second task run as a quick, automatic check - do not swap your full attention back and forth.

1 Read and tally

Main task: read the passage once. Second task: the counting rule below.

Counting rule

Every time you read the word timber, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

For a time the tallest timber building in the world was an eighteen-storey tower at Brumunddal in Norway, finished in 2019 and framed in glued laminated spruce. Engineered timber of this kind is made by bonding small graded boards into large members: laminated veneer for columns, cross-laminated panels for floors and walls. Because the knots and splits that weaken a single plank are scattered through the glue lines rather than concentrated at one point, the finished member behaves far more predictably than the tree it came from, and it can be cut to a tolerance of about a millimetre in a factory before it ever reaches the site.

Two claims are usually made for timber at this scale. The first is speed: timber panels arrive numbered, go up dry, and need fewer trades on site, which shortens the period in which a project pays interest and earns nothing. The second is carbon. A cubic metre of timber holds roughly a tonne of carbon dioxide drawn from the air, and it displaces concrete and steel, whose manufacture releases carbon in quantities that process efficiency has barely dented even in the best modern kilns. On a spreadsheet the substitution looks like the cheapest emissions saving available anywhere in construction.

That accounting deserves more scepticism than it usually receives. Timber stores carbon only while it stays intact, so a building demolished and burned in forty years has borrowed the benefit rather than banked it, and the saving also depends on what the forest does next: a stand replanted and left to grow recovers, one cleared for farmland does not. The honest claim is narrower than the marketing. Mass timber is a good way to build quickly and a genuine improvement on concrete, but treating every cubic metre of timber as a permanent sink confuses a delay with a removal.

Tally here - one mark per timber

Make the marks as you read, then write your total before turning the page.

Total

1 Questions - cover the passage first

Answer from memory. Do not look back at the passage.

My tally total

From page 1

Q1. How is engineered timber made, and why does it behave more predictably than ordinary wood?

Q2. Why does building with prefabricated panels save a developer money?

Q3. What would have to be true of a forest for the carbon claim to hold?

Q4. What distinction does the writer accuse the industry's carbon accounting of blurring?

2 Grid sweep with a running count

Main task: cross out targets. Second task: keep a count in your head.

Rules - read both before you start, then start the timer

Main: cross out every number that is a multiple of 6.

Second: count - silently, no marks - how many numbers end in 8. Write the total in the box only when you have finished the whole grid.

360	284	868	837	617	447	992	825	814	209	424	448
141	725	728	989	809	720	456	920	214	675	727	119
547	871	227	234	180	533	370	953	688	563	142	690
607	679	668	467	754	687	297	698	802	866	789	727
668	352	694	442	765	940	537	393	424	117	569	597
109	508	715	422	238	747	276	807	171	614	971	894
608	162	441	819	513	505	980	470	156	203	966	223
241	787	297	143	821	330	460	737	267	483	647	440

Stop the timer when the grid is finished, not when you write the total.

Numbers ending in 8

Write it once the grid is done

3 Copy and total

Main task: copy each row of digits. Second task: keep a running total.

Rules

Main: copy each four-digit group into the box beside it, in order.

Second: add the two middle digits of every row to a running total as you go.

Write the running total in the box at the end of each row - from memory, not by going back and adding up at the end.

	Copy here	Running total
4 6 6 1		
7 1 9 1		
8 4 3 1		
2 2 3 3		
3 6 6 7		
1 8 5 8		
4 2 4 1		
2 2 9 7		
7 5 8 6		
9 7 2 1		
5 5 7 6		
6 5 9 7		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which half of the task failed first, and was it the reading or the counting that you let go?

Q2. When you take notes in a lecture, what gets lost: the detail you write or the point being made?

Q3. Which subject's homework suffers most when two deadlines land in the same week, and why that one?

Answer key

Task 1 · tally
timber

8

Task 2 · crossed out
multiples of 6

12

Task 2 · counted
ending in 8

10

Task 3 · final total
two middle digits

124

Task 1 - suggested answers

Q1. Small graded boards are glued into large members, so defects are spread through the glue lines instead of concentrated in one plank.

Q2. Panels arrive numbered and go up dry with fewer trades, shortening the time the project pays interest while earning nothing.

Q3. It would need to be replanted and left to grow, rather than cleared for farmland after the wood is taken.

Q4. The difference between delaying an emission and removing it, since stored carbon returns when the building is demolished or burned.

Notes for the parent or teacher

- Mark the two tasks separately. A student who scores well on the main task and loses the count has not failed - that is the normal pattern, and it is the thing worth discussing.
- Do not prompt or remind during a task. The reminder is the skill.
- An untimed run is a valid run. Record the time only if the student wants to beat it next week.
- Repeat the sheet after a week rather than straight away. Spacing is what makes the gain stick.
- This is attention practice, not an assessment. It does not diagnose anything, and no sheet of this kind should be read as a measure of ability.