

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 windmill or windmills, make one tally mark in the box at the foot of the page. Do not go back and re-read. One pass only.

Much of the Netherlands lies lower than the sea. Centuries ago that land was wet marsh, far too soggy for farming. Dutch engineers solved the problem with wind. They built a tall windmill and fitted it with four broad sails. The turning sails drove a wooden wheel, and the wheel lifted water out of the fields. Best of all, a windmill was cheap to run, because the wind cost nothing.

One windmill could rarely do the whole job. Builders often placed three or four in a line. Each windmill raised the water a little higher, until it reached a canal that led to the sea. The miller lived inside his windmill, watching the sky. If the wind swung round, he turned the whole cap to face it. If a gale threatened, he rolled up the sails before they tore.

Today electric pumps do the lifting, and only about a thousand old windmills remain. A working windmill is now a rare sight. Many are kept turning by volunteers who have learned the craft. They stand as proof that a whole country can be reshaped by patient work. A good idea often needs many hands rather than one clever machine.

Tally here - one mark per windmill or windmills

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. What problem were Dutch engineers trying to solve with their windmills?

Q2. Why were windmills often built in a line of three or four?

Q3. Why did the miller need to keep watching the sky?

Q4. What does the writer want you to take from the final paragraph?

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 3.

Second: count - silently, no marks - how many numbers end in 4. Write the total in the box only when you have finished the whole grid.

56	43	17	35	99	53	42	97	89	45	29	38	79	32	14	59
79	44	19	53	17	35	50	59	28	11	64	65	86	36	17	76
86	69	48	43	58	38	35	28	79	59	88	13	95	49	55	64
35	62	38	35	86	40	49	87	46	44	43	47	33	17	59	62
88	71	22	80	38	43	88	95	22	12	16	92	13	96	49	47
26	75	61	74	52	65	52	85	41	94	79	14	85	34	94	71
91	93	65	31	16	59	49	49	62	41	82	50	68	86	94	31
43	99	66	49	70	74	58	64	72	91	58	80	56	55	86	17

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

Numbers ending in 4

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 three-digit group into the box beside it, in order.

Second: add the middle digit 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
2 6 4		
2 3 3		
9 9 7		
7 1 7		
5 8 3		
3 9 2		
5 9 5		
4 3 2		
8 5 6		
7 7 4		
4 5 1		
5 5 8		

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which task slipped first while you worked - following the story or marking the tally - and why?

Q2. Think of a chore at home that you do while listening to something else. How well does it go?

Q3. What would help you notice sooner that your attention has wandered?

Answer key

Task 1 · tally
windmill or windmills

7

Task 2 · crossed out
multiples of 3

15

Task 2 · counted
ending in 4

13

Task 3 · final total
middle digits

70

Task 1 - suggested answers

- Q1. The land lay below the sea and was wet marsh, so they needed to lift the water off the fields.
- Q2. One windmill could not raise the water far enough, so each one lifted it a little higher in turn.
- Q3. The wind changed direction and strength, and he had to turn the cap or roll up the sails in time.
- Q4. Big changes come from patient, shared effort rather than from one clever machine.

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.