

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

Snow that falls on Antarctica almost never melts. Each year's fall is buried by the next, squeezed into ice, and locked in place. Bubbles of air are trapped as the ice forms. Those bubbles hold a genuine sample of the atmosphere from the year the snow fell. Scientists reach them by drilling out an ice core, and the drilling can take several seasons.

A core is a long cylinder of ice, lifted up in sections. The sections are kept frozen all the way to the laboratory. The deepest core drilled so far reaches back well over a hundred thousand years. Shorter cores are taken all over the continent. Reading a core is a little like counting tree rings. Summer layers look slightly different from winter ones. A researcher can work down a core year by year, measuring the gases in each bubble.

The results were not what anyone expected. The cores show that carbon dioxide and temperature have risen and fallen together throughout the record. They also show that the gas is now far higher than at any point in it. No computer model produced that finding, and no laboratory experiment could have. It came out of a frozen tube of old snow. That is a useful reminder of how patient science often has to be.

Tally here - one mark per core or cores

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. Why does the snow that falls on Antarctica stay instead of melting away?

Q2. How can a researcher tell one year from another inside an ice core?

Q3. Why are the trapped bubbles more trustworthy than a guess about the old atmosphere?

Q4. What does the writer conclude about how science works?

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 4.

Second: count - silently, no marks - how many numbers end in 2. Write the total in the box only when you have finished the whole grid.

51	27	69	75	62	37	81	70	91	99	17	82	42	70	62	68
11	19	64	30	91	20	98	19	55	43	77	55	17	41	67	26
49	17	91	14	83	56	42	62	17	62	77	51	37	90	86	18
15	91	70	55	22	26	62	69	71	75	21	17	65	26	44	47
36	84	26	46	66	13	86	22	38	75	87	47	62	25	68	85
81	22	16	15	55	29	98	20	45	99	30	82	23	30	56	18
99	37	51	46	54	40	26	59	38	63	11	97	29	24	97	61
25	33	64	57	37	29	80	78	25	65	39	29	33	33	31	43

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

Numbers ending in 2

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

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which half of the work slipped first for you, the reading or the count, and why do you think so?

Q2. Describe a time at school when careful, slow work paid off better than rushing.

Q3. What would you change about how you set up before a task that needs two kinds of attention?

Answer key

Task 1 · tally
core or cores

7

Task 2 · crossed out
multiples of 4

15

Task 2 · counted
ending in 2

13

Task 3 · final total
middle digits

49

Task 1 - suggested answers

- Q1. It is far too cold, so each year's snow is buried by the next and pressed into ice.
- Q2. Summer layers look slightly different from winter ones, so the layers can be counted down the core.
- Q3. Each bubble is a real sample of the air from the year the snow fell, not an estimate.
- Q4. That important discoveries can come slowly, from patient work rather than from clever prediction.

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.