

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

Every March, the mudflats at Kuala Gula on the Perak coast fill with birds that have flown here from Siberia. The journey is close to nine thousand kilometres, and most of the birds make it in a series of hops rather than one long flight. They stop where the mud is soft enough to probe and rich enough in worms and small crabs to rebuild the fat they have burned. A bird that arrives at a ruined mudflat has nowhere else to go; the next stretch of safe coast may be four hundred kilometres further on.

Researchers tag a small number of birds each season with rings and lightweight sensors. The sensor records light levels, and from the timing of sunrise and sunset a rough position can be worked out for every day of the journey. The method is not precise - it can be wrong by a hundred kilometres or more - but it is cheap and light enough that the bird is not slowed down. Heavier satellite tags give better positions and are fitted to larger species only.

What the tags have shown is that the same individual birds return to the same mudflats year after year. This matters for how the coast is managed. Protecting a stretch of shore is not simply about the number of birds counted there on one morning in March; it is about whether a particular population has any alternative at all. Where mangrove has been cleared for ponds, the birds do not move inland. They disappear from the count, and the following season they do not appear anywhere else.

Tally here - one mark per bird or birds

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 is one ruined mudflat a serious problem for a bird on this route?

Q2. Explain one advantage and one disadvantage of the light sensor compared with a satellite tag.

Q3. The writer says a single morning's count is not enough. What does the writer think matters more?

Q4. What happens to the birds when mangrove is cleared, according to 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 7.

Second: count - silently, no marks - how many numbers end in 0. Write the total in the box only when you have finished the whole grid.

35	69	86	15	19	16	81	32	28	91	58	66	90	15	10	76
78	81	41	46	92	61	60	40	51	93	49	91	15	23	90	52
31	32	59	92	88	52	65	54	74	20	66	77	28	59	18	96
84	52	53	71	66	54	76	93	13	74	79	10	78	89	44	34
54	76	10	36	46	45	72	75	89	29	87	53	29	33	24	90
88	78	43	24	64	31	98	73	89	10	42	79	93	96	13	48
57	10	11	69	94	65	38	64	13	96	50	75	91	70	84	73
72	78	53	77	99	86	59	97	35	78	64	74	96	48	91	63

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

Numbers ending in 0

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

4 Bridging - answer in a sentence each

Where this shows up outside the sheet.

Q1. Which task slipped first - the main one or the counting rule? Why do you think that was?

Q2. Name one moment in a normal school day that works exactly like this sheet.

Q3. What would you do differently if you ran Task 2 again tomorrow?

Answer key

Task 1 · tally
bird or birds

8

Task 2 · crossed out
multiples of 7

17

Task 2 · counted
ending in 0

13

Task 3 · final total
middle digits

61

Task 1 - suggested answers

Q1. The stops are not optional. The bird has burned its fat reserves and the next safe stretch of coast may be hundreds of kilometres away, which it cannot reach without feeding.

Q2. Advantage: the light sensor is cheap and light, so the bird is not slowed down. Disadvantage: the position it gives is rough and can be out by a hundred kilometres or more.

Q3. Whether a particular population has anywhere else to go - not the headcount on one morning.

Q4. They do not move inland. They vanish from the count and do not turn up at another site the next season.

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.