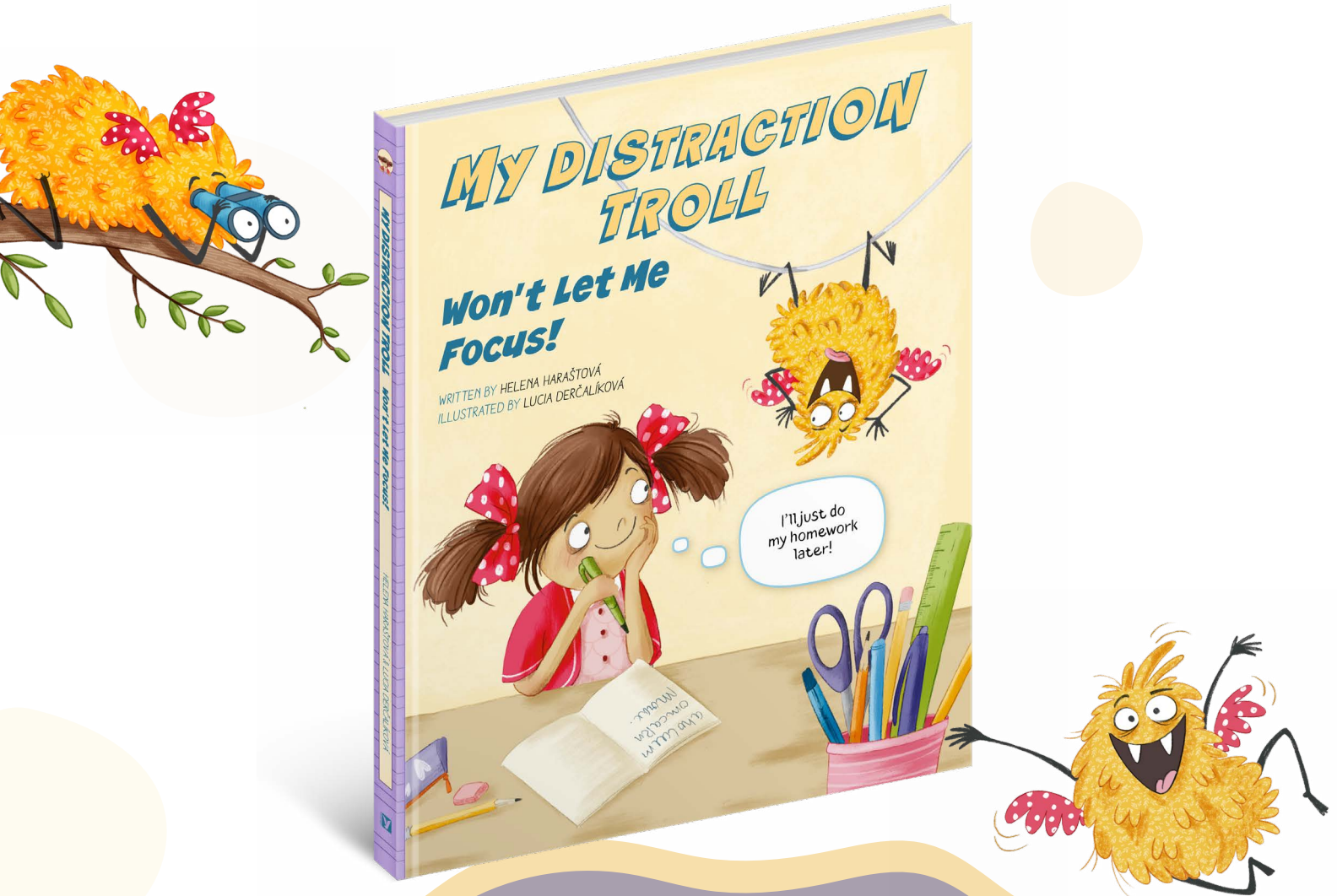




albatros

MY DISTRACTION TROLL WON'T LET ME FOCUS!



GUIDE FOR TEACHERS

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Curriculum: Social Emotional Learning; Figurative Language

● AGES 6-9

● GRADES K-4

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BEFORE READING

Essential Questions

1. What is a distraction?
2. What strategies help people focus?
3. How can small changes in behavior lead to better concentration?
4. How does focus impact success in school and life?

Discussion Questions

What do you think is a distraction troll?

What is happening on the cover of this book?

Read the blurb at the back of the book. Have you ever experienced anything like this in your own life?

Look at the Table of Contents page. Do you think there are certain chapters that will be especially interesting or helpful for you?

What are some things that usually distract you when you're trying to focus?

What strategies do you already use to concentrate better?

DURING READING

Discussion Questions

To start off the text, the author says, "This is Hannah. She's a good kid, but lately she's been having a hard time staying focused. " Do you think Hannah is still a good kid?

Have you ever had a hard time sleeping at night?

How does your typical day compare to Hannah's?

Why might it be difficult for someone listening if you're hopping topics?

Why is *tuning out* a problem for Hannah in school and other places?

How is making careless mistakes causing problems for Hannah?

According to the author, what is time blindness?

What are some of your hobbies? How long have you had them?

What are the strategies that she and her focus fairy came up with for getting things done without distraction?

How has Hannah's focus fairy helped her?



AFTER READING

Discussion Questions

Hannah made a list of distraction problems. What is on your list?

What is the main idea or lesson of this book?

Which strategy from the text do you think would actually work for you? Why?

Do you think the “troll” ever fully goes away, or is it something you learn to manage?

How can you apply what you learned from this text to your daily life (school, homework, etc.)?

Why do you think the author chose to represent distraction as a “troll” instead of something else?

3D Model

Describe the ideal environment that works best for your brain. Create a model using legos, clay, or construction paper. Do you like quiet or music? Do you like company or solitude? Do you focus best in the morning or evening?



AFTER READING

Personal Reflection Journal

Reflect on what you have learned in the text and think about your own life. Consider the following questions as you think about your own distraction troll and how it affects your ability to focus.

- What does your distraction troll look and sound like?
- When does it show up the most (school, homework, at home, with devices, etc.)?
- How does it impact your learning or daily life?
- Describe a specific time when your distraction troll made it hard for you to focus. What happened?
- What is one realistic strategy you can use to manage your distractions moving forward?



AFTER READING

Role Play: Troll vs. Student

In pairs or small groups, assign different roles to demonstrate how a student would resist distractions using the strategies that were learned in the text.

Focus Zones

Label corners of the room:

- Quiet Zone
- Tech-Free Zone
- Group Work Zone
- High-Distraction Zone

Give a task like reading, puzzles, or writing and let students choose a zone. Have them reflect on how each zone felt, which helped them most, and why.

Art Extension

The author chose to have a focus fairy in this text. Create your own imaginary creature that helps you throughout your daily life. You may choose from the following list of imaginary creatures or think of your own!

- **Unicorn**
- **Fairy**
- **Griffin**
- **Werewolf**
- **Phoenix**
- **Centaur**

AFTER READING

Comic

Create a short story about a character that was able to defeat their own distraction troll. Use what you learned in the text. Your comic should include the following:

- **Clear character**
- **Distraction troll**
- **Real-life situation**
- **Conflict**
- **Use of at least one strategy**
- **An ending**



LET'S PLAY TOGETHER

1. Can you help the fairy find the right way to Hannah?

