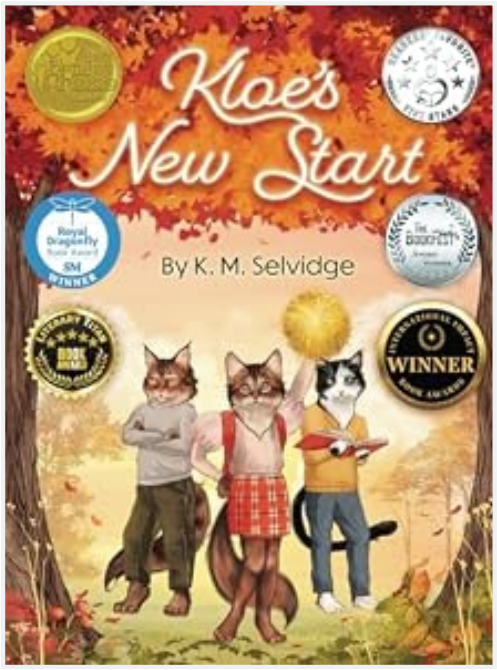
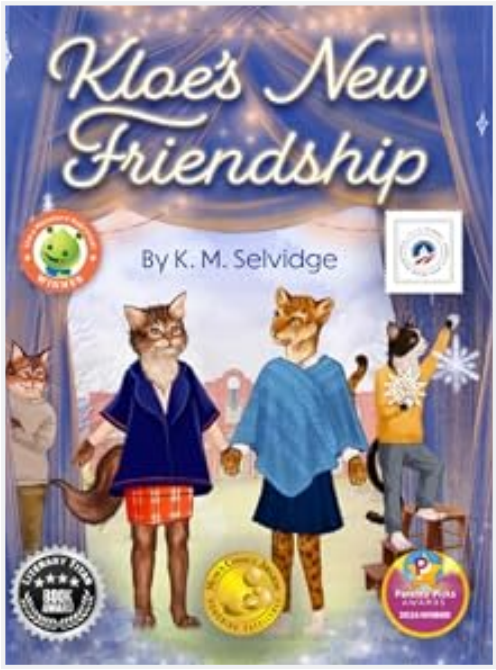
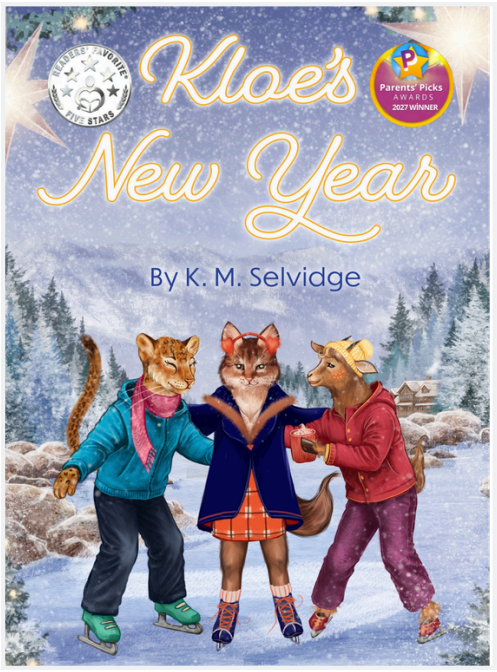
Classroom Educator Guide and Lesson Plans

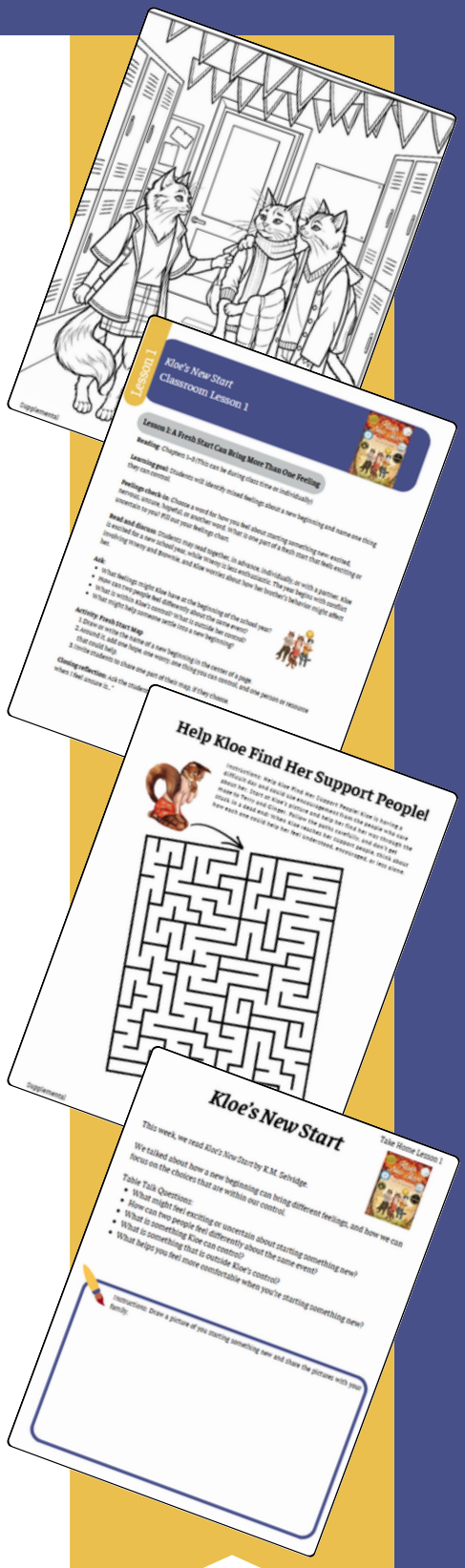
Includes the complete *Kloe Series*











Developed by an Educator and Licensed School Social Worker, in Partnership with Expound Publicity

Prep Work

The Kloe Series
Introduction and Tips from an Expert

Helpful Tips for Teachers and Small-Group Leaders

Before beginning the Kloe Series lesson plans, here are a few helpful tips for getting organized:

Create Student Folders
Fold a large piece of construction paper in half to make a folder for each student. Add the materials for the three lessons for the book you're studying, and have students write their names on the front. If you'll be teaching all three books, use a different folder color for each book or group of students. Print one Feelings Check-in Chart per student.
Optional: Incorporate the Feelings Check-in Chart during each lesson.

Prepare Materials in Advance
Before each lesson, print the Feelings Check-in Chart and any activity or take-home materials you plan to use. Have pencils, crayons, or markers ready for students to write and draw.

Plan for Book Access
Having multiple copies of the book can be helpful, especially when students will follow along, revisit a scene, or refer to details during discussion. For small groups and individual reading, we recommend each student have their own copy. If you have only one copy, choose the sections you'd like to reread ahead of time.

Feelings Check-in Chart
The Feelings Check-in Chart can be used as an optional check-in to help students notice and reflect on how they are feeling. Let students know they can share at their comfort level, and follow up privately if a student seems to need support.

Before you start, decide if you want students to read before your group meets or read during class or group time. If running a group, session 1 can be a "getting to know you" group meeting with the Lesson 1 plan being used the following week. This will allow the educator to hand out books.

Feelings Check-in Chart



Name:

Date:	How did I do?	Feeling:

Lesson 1

Kloe's New Start
Classroom Lesson 1



Lesson 1: A Fresh Start Can Bring More Than One Feeling

Reading: Chapters 1–3 (This can be during class time or individually)

Learning goal: Students will identify mixed feelings about a new beginning and name one thing they can control.

Feelings check-in: Choose a word for how you feel about starting something new: excited, nervous, unsure, hopeful, or another word. What is one part of a fresh start that feels exciting or uncertain to you?

Read and discuss: Students may read together, in advance, individually, or with a partner. Kloe is excited for a new school year, while Wreny is less enthusiastic. The year begins with conflict involving Wreny and Brownie, and Kloe worries about how her brother's behavior might affect her.

Ask:

- What feelings might Kloe have at the beginning of the school year?
- How can two people feel differently about the same event?
- What is within Kloe's control? What is outside her control?
- What might help someone settle into a new beginning?



Activity: Fresh Start Map

1. Draw or write the name of a new beginning in the center of a page.
2. Around it, add one hope, one worry, one thing you can control, and one person or resource that could help.
3. Invite students to share one part of their map, if they choose.

Closing reflection: Ask the students to share with a partner or the group: "One thing I can do when I feel unsure is..."

Fresh Start Map



Instructions:

- Draw or write the name of a new beginning in the center of a page.
- Around it, add one hope, one worry, one thing you can control, and one person or resource that could help.

one thing you can control

one worry

one hope

one person or resource that could help you

Kloe's New Start



Kloe's New Start



This week, we read *Kloe's New Start* by K.M. Selvidge.

We talked about how a new beginning can bring different feelings, and how we can focus on the choices that are within our control.

Table Talk Questions:

- What might feel exciting or uncertain about starting something new?
- How can two people feel differently about the same event?
- What is something Kloe can control?
- What is something that is outside Kloe's control?
- What helps you feel more comfortable when you're starting something new?

Instructions: Draw a picture of you starting something new and share the pictures with your family.

Lesson 2

Kloe's New Start
Classroom Lesson 2



Lesson 2: Pause, Name, Ask

Reading: Chapters 4–6

L**earning goal:** Students will practice naming frustration and making a clear request for support.

Feelings check-in: Think of a time you wanted someone to listen before giving advice. What could you say to help them understand what you need?
Read and discuss: Kloe faces disappointment and tension with her brother. She wants her feelings to be heard, but the conversation with her family becomes frustrating.

Ask:

- What does Kloe wish her family understood?
- What might make it hard for someone to listen well during a tense conversation?
- How could Kloe explain what she needs without blaming or insulting someone?
- What is the difference between listening to understand and listening to reply?

Activity: Pause, Name, Ask
Give students this three-part sentence frame, display on your digital board or print off and hang up.

- Pause: I'm going to take a breath before I respond.
- Name: I feel ___ because ___.
- Ask: Could you please ___?

Closing reflection: When I want someone to understand me, I can...

Activity: Pause, Name, Ask

Pause:

I'm going to take a breath before I respond.

Name:

I feel _____

because _____ .

Ask:

Could you please _____ ?



Scenarios

Instructions: cut out each scenario, pair up students, and give them each a scenario to practice.
Optional: students can share how they used the "Pause, Name, Ask" method to handle their scenario with the class.

A friend said she was going to sit with you at lunch. She doesn't sit by you and doesn't even say anything to you.

You tell your parent that your feelings were hurt when they didn't hear your side of a disagreement you had with your sibling.

A kid from another school joined your basketball team and is telling everyone he's the best player on the team.

A friend is telling you to take something that doesn't belong to you. You tell her that isn't a good idea and you won't do it. The friend is not talking to you now.

You studied really hard for a test and did not do well.

You trip and fall on the stairs and a girl from your class starts to laugh at you.

A friend knocked over your books and didn't help you clean them up.

A new student told your best friend to not be friends with you because you weren't cool enough.

Your classmate got a 100% on his spelling test and says "anyone who didn't get these all correct is dumb." You got an 80% on your test.

Kloe's New Start



"Never doubted you!"



Supplemental

Kloe's New Start



This week, we read more of *Kloe's New Start* by K.M. Selvidge.

This week, we talked about Kloe's frustration and her wish for her family to understand how she feels. We practiced expressing our feelings and asking others for the kind of help we need.

Table Talk Questions:

- What did Kloe want her family to understand?
- How can we tell someone what we're feeling without blaming them?
- Why is it helpful to listen before giving advice?
- What could you say if you need someone to listen?
- How can our family show one another that we are listening?

Instructions: Draw a picture of you listening to a friend.

Lesson 3

Kloe's New Start
Classroom Lesson 3



Lesson 3: I Am More Than Someone Else's Choices

Reading: Chapters 7–9

Learning goal: Students will identify personal strengths and supportive people they can turn to during a difficult moment.

Feelings check-in: What strength did Kloe use when things did not go the way she hoped? What strength have you used during a hard situation?

Read and discuss: Kloe faces more challenges involving Wreny and school. By the end, she begins to recognize that her own choices and strengths matter, even when she cannot control her brother's behavior.

Ask:

- How can someone else's actions affect us without defining who we are?
- What helps Kloe keep going?
- What could Kloe say to remind herself of her own identity?
- Who are safe people a student could talk with when a problem feels too big?

Activity: My Support Circle

Using the "My Support Circle" worksheet have the students:

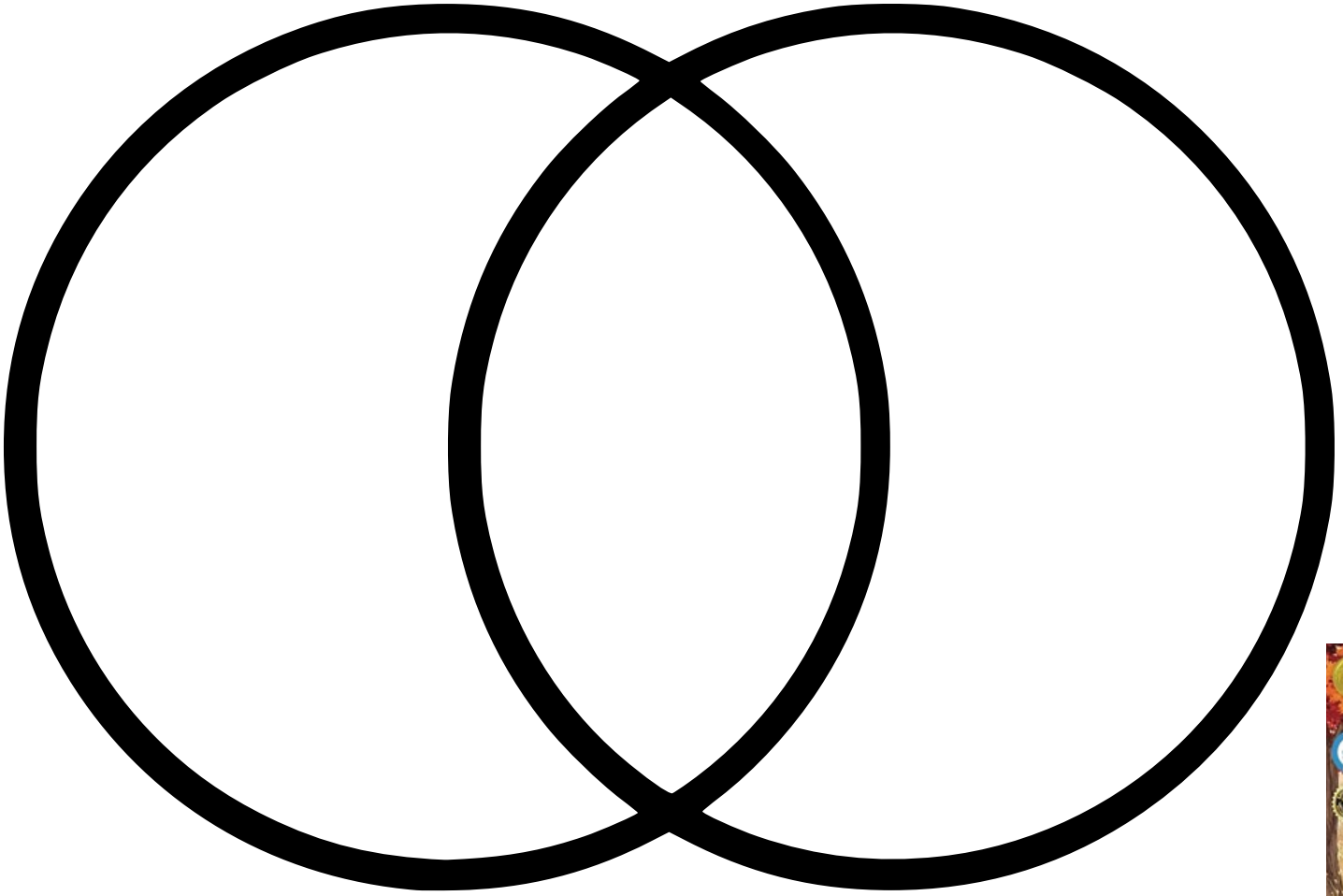
1. In the center, write or draw your own strengths.
2. In the next circle, name people who help you feel supported.
3. In the outer circle, list places or resources where you can ask for help.
4. Students may use fictional names or keep their page private.

Closing reflection: One strength I want to remember is...

My Support Circle

Instructions:

- In the center, write or draw your own strengths.
- In the next circle, name people who help you feel supported.
- In the outer circle, list places or resources where you can ask for help.

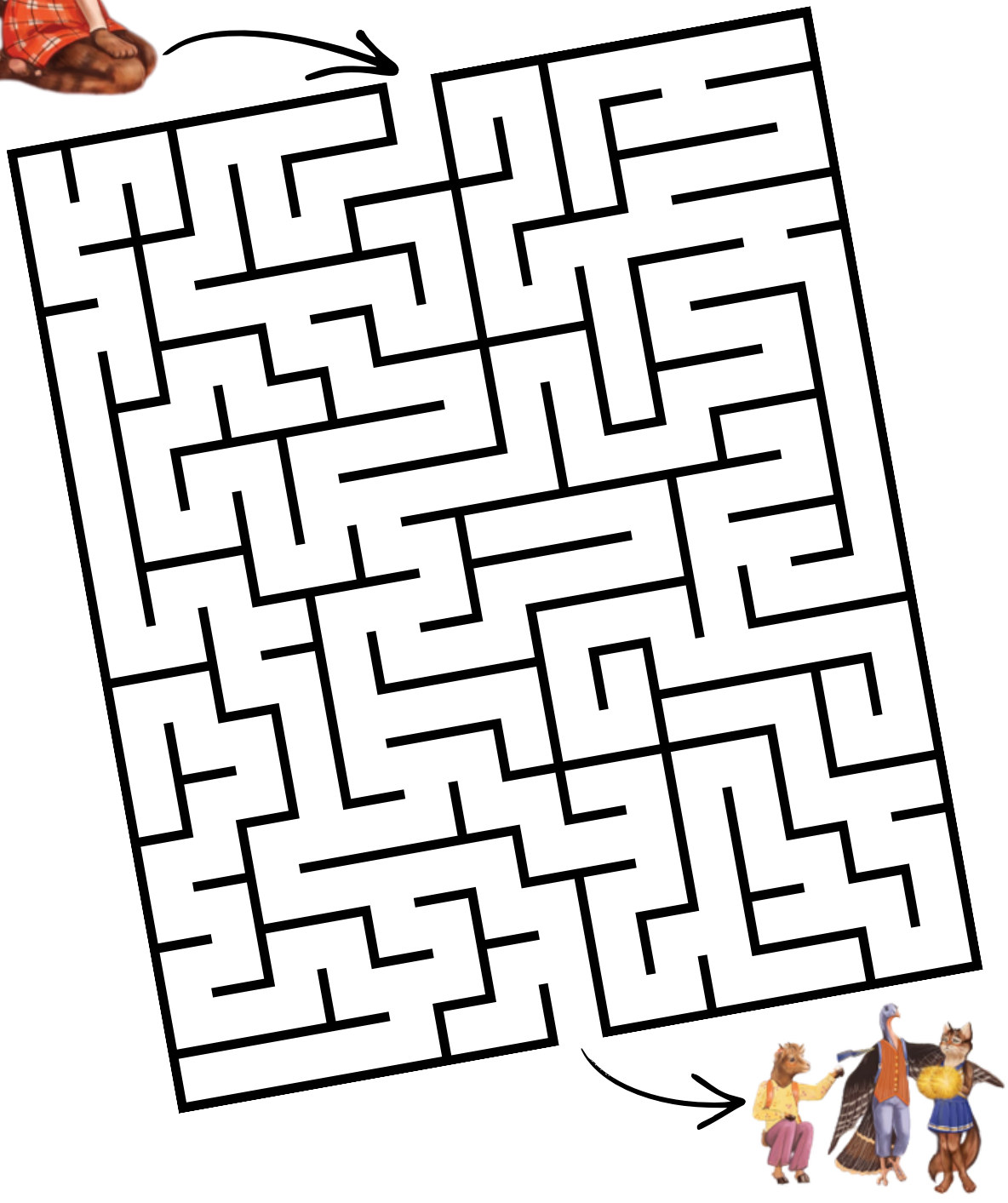




Help Kloe Find Her Support People!



Instructions: Help Kloe Find Her Support People! Kloe is having a difficult day and could use encouragement from the people who care about her. Start at Kloe's picture and help her find her way through the maze to Terry and Ginger. Follow the paths carefully, and don't get stuck in a dead end! When Kloe reaches her support people, think about how each one could help her feel understood, encouraged, or less alone.



Kloe's New Start



This week, we finished *Kloe's New Start* by K.M. Selvidge.

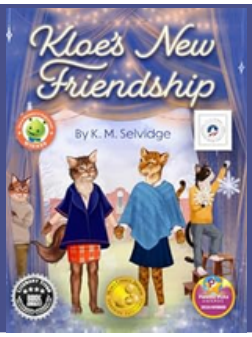
This week, we learned that another person's choices do not define who we are. Kloe has strengths and supportive people who can help her through difficult situations.
Table Talk Questions:

- What strengths helped Kloe keep going?
- How can someone else's actions affect us without defining who we are?
- Who can you talk to when a problem feels too big to handle alone?
- What is one strength you are proud of?
- What could you say to encourage someone who is having a hard day?

Instructions: Ask your parents who you could go to if you had a concern and they weren't available to talk to you. Once you identify someone, draw a picture of you and that person.

Lesson 1

Kloe's New Friendship
Classroom Lesson 1



Lesson 1: Make Room for Someone New

Reading: Chapters 1–5

Learning goal: Students will identify welcoming actions and practice responding to others with curiosity instead of gossip.

Feelings check-in: Imagine joining a class in the middle of the year. What might you feel? What is one thing a classmate could do to help you feel welcome?
Read and discuss: Jilly is new at school. Kloe and her friends notice her and wonder about her story. Kloe also notices that Terry seems unlike herself and chooses to check in rather than rely on guesses.

Ask:

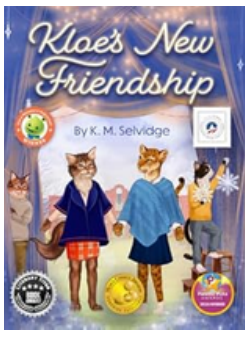
- What might make starting at a new school feel difficult?
- What are some respectful ways to get to know someone?
- Why can guessing about someone's situation cause problems?
- How can you check in with a friend without pressuring them to talk?

Activity: A Welcome That Works
Students write a short welcome message or plan three actions that could help a new student feel included. Encourage specific, low-pressure ideas, such as offering to show them where a class meets or inviting them to sit with a group. Pick which activity you'd like to have your students complete.

Closing reflection: A welcoming classmate could...

A Welcome That Works

Instructions: Write a letter to a new classmate to welcome them.
Alternative: Draw a picture of you welcoming a new student.



A Welcome That Works-

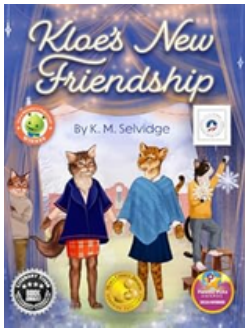
Three ways to welcome a new student

Instructions: Write or draw three ways you can welcome a new student to your classroom or school. Remember, tiny acts of kindness go a long way!

1.

2.

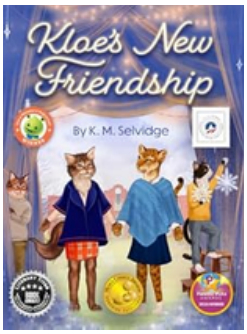
3.





Supplemental

Kloe's New Friendship



This week, we started reading *Kloe's New Friendship* by K.M. Selvidge.

We talked about what it can feel like to be new and how we can welcome someone without making assumptions about them.

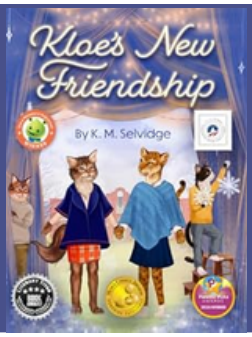
Table Talk Questions:

- How might Jilly feel starting at a new school?
- What are some ways to help a new person feel welcome?
- Why can guessing about someone's life lead to misunderstandings?
- How can you check in with a friend who seems different than usual?
- What is one kind question you could ask someone you're getting to know?

Instructions: Ask your parent or another adult how they handle being someone new at work, an event, or at other gatherings. Write their responses below.

Lesson 2

Kloe's New Friendship
Classroom Lesson 2



Lesson 2: Trust and Repair After a Mistake

Reading: Chapters 6–10

Learning goal: Students will explain how sharing private information can affect trust and identify steps for repairing harm.

Feelings check-in: What helps you decide whether something is yours to share or someone else's private information? If you accidentally shared something private, what could you do next?

Read and discuss: Kloe's attempt to connect with Wreny goes wrong when Terry's private information is revealed. Terry feels hurt, and Kloe recognizes that she made a mistake.

Ask:

- Why does Terry feel hurt?
- What did Kloe hope would happen when she trusted Wreny?
- How can a person take responsibility without making excuses?
- What might Terry need before she is ready to talk?
- Can trust be repaired? What might repair require?

Activity: Act Out an Apology
Hand out the worksheet and have students work on the skit in groups of 4.

Afterward, discuss: What did Kloe and Wreny take responsibility for? Did either character pressure Terry to forgive them? What actions could help rebuild trust over time?

Closing reflection: If I make a mistake that hurts someone, I can...

Act out an Apology

Activity: Act Out an Apology

In the story, Kloe shares Terry's private news with Wreny because she hopes to connect with him. Wreny then reveals it at lunch, and Terry feels hurt and embarrassed. Students can act out what happens next and explore how Kloe and Wreny might take responsibility.

Characters: Kloe, Terry, Wreny, and Ginger. If there are extra students, they can be observers who notice what helps or hurts the conversation.

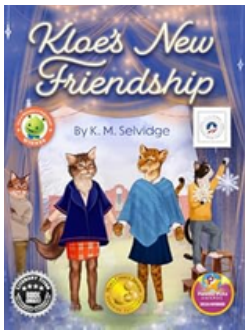
Scene: Terry has just learned that Wreny shared her private news. Kloe wants to talk with her and apologize. Wreny also has a chance to apologize for revealing what he heard. Ginger stays nearby to support Terry without speaking for her.

Act it out:

- Kloe explains what she did, recognizes that sharing Terry's private news hurt her, and apologizes without making excuses.
- Wreny acknowledges that he chose to repeat the information and apologizes for embarrassing Terry.
- Terry responds honestly about how she feels and what she needs. She may accept the apology, ask for time, or say she is not ready to talk.
- Ginger asks Terry what kind of support she wants and respects her answer.

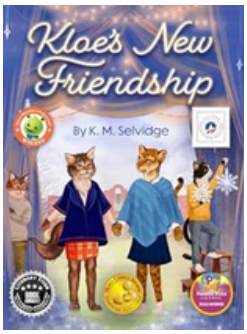
Reminder: Keep the private news unnamed during the role-play. Terry does not have to forgive anyone right away.

“You really are brave, you know.”





Kloe's New Friendship



This week, we continued reading *Kloe's New Friendship* by K.M. Selvidge.

This week, we talked about how sharing private information can hurt a friend and affect trust. We also discussed how to take responsibility and begin making things right.

Table Talk Questions:

- Why was Terry hurt when her private information was shared?
- How can you tell whether information is yours to share?
- What does taking responsibility for a mistake look like?
- What could Kloe say or do to show Terry she is sorry?
- Why might someone need time before they are ready to forgive or talk?

Instructions: Draw a picture of how you would feel if someone shared your private information without you being ok with them sharing.

Lesson 3

Kloe's New Friendship
Classroom Lesson 3



Lesson 3: Empathy for More Than One Person

Reading: Chapters 11–16

Learning goal: Students will consider multiple perspectives and practice showing empathy while keeping appropriate boundaries.

Feelings check-in: When have you learned something about another person that helped you understand them better? You may answer about a character instead.
Read and discuss: Kloe attends Jilly's birthday and learns more about Jilly's family. Kloe and Jilly find common ground in having challenging sibling relationships. The story also shows that people can be affected by others' choices, even when they did not cause the problem.

Ask:

- How does Kloe's conversation with Jilly help them connect?
- What might Jilly need as she begins again in a new place?
- How can Kloe show empathy for Jilly while still caring for herself?
- Why is it helpful to remember that people may be dealing with things we cannot see?
- What can a friend do when they have hurt someone and want to make things right?

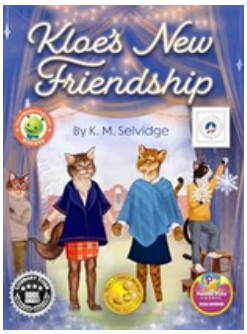
Activity: Two-Sided Story
Students fold a page in half. On one side, write or draw how one character might see a conflict. On the other, show how another character might see it. Below, write one respectful next step that could help.

Closing reflection: One way I can show empathy and still respect boundaries is...

One respectful next step is



Kloe's New Friendship



This week, we finished reading *Kloe's New Friendship* by K.M. Selvidge.

This week, we learned that listening to someone's story can help us understand them better. We also talked about showing empathy while taking care of our own feelings and boundaries.

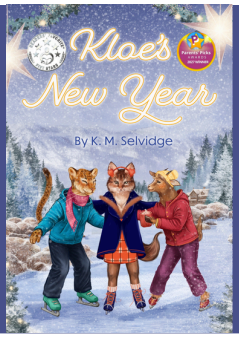
Table Talk Questions:

- What did Kloe learn about Jilly that helped them connect?
- How can people have something in common while still having different experiences?
- How can we show empathy to someone who is struggling?
- Why is it important to respect another person's boundaries?
- What could you do to help someone feel included in a new place?

Instructions: Write what you would say to a friend who is sad or struggling.

Lesson 1

Kloe's New Year
Classroom Lesson 1



Lesson 1: Belonging and Making Memories

Reading: Chapters 1–3

Learning goal: Students will identify what helps people feel included and name ways to create positive shared experiences.

Feelings check-in: What is one activity or tradition that helps you feel connected to others? If you do not have one, what is something you would like to try?

Read and discuss: Kloe and her friends are excited about a trip away from home. They share a lodge, meals, and holiday activities. Their excitement also includes different interests and expectations.

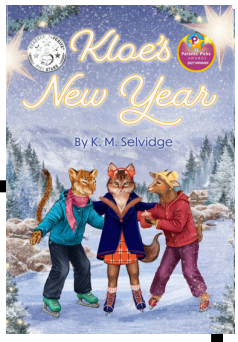
Ask:

- What are the friends looking forward to?
- How can a group make sure everyone feels included?
- What can you do if a group activity is new or unfamiliar to you?
- What makes a shared memory meaningful?

Activity: Winter Belonging Web
List or draw actions that help people belong, such as inviting someone in, listening, sharing turns, or explaining the plan. Add one action you could try this week.

Closing reflection: I can help someone feel included by...

Winter Belonging Web

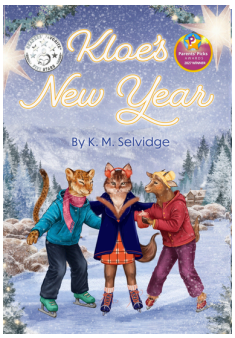


Instructions:
List or draw actions that help people belong, such as inviting someone in, listening, sharing turns, or explaining the plan.

A group where I feel welcome.

One action I could try this week is:

Kloe's New Year



This week, we read Kloe's New Year by K.M. Selvidge.

We talked about how shared activities can bring people together and what we can do to help everyone feel included.

Table Talk Questions:

- What were Kloe and her friends looking forward to on their trip?
- What helps you feel included in a group?
- What can you do if an activity is new or unfamiliar?
- How can a group make sure everyone gets a chance to participate?
- What is a fun memory you have shared with someone?

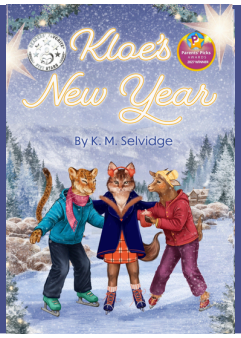
Instructions: Draw a picture of you being included with your friends.



Supplemental

Lesson 2

Kloe's New Year
Classroom Lesson 2



Lesson 2: Choices Have an Impact

Reading: Chapters 4–6

Learning goal: Students will connect actions to their effects on other people and identify ways to repair harm.

Feelings check-in: Think about a time a group's plans changed because of someone's choice. How might different people in the group have felt?
Read and discuss: Wreny and Janey make choices that interfere with the trip. Their actions affect the other students, and Principal Adams speaks with them about what happened.

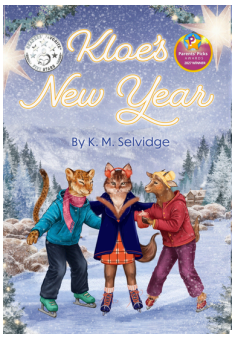
Ask:

- How do the students respond when their plans are disrupted?
- Who is affected by Wreny and Janey's choices?
- What might Wreny and Janey have been feeling? How can we consider their feelings without excusing the harm?
- What would taking responsibility look like?

Activity: The Ripple Effect
After reading the assigned chapters, briefly review Wreny and Janey's choice to hide the ski equipment. Have students complete the worksheet independently or with a partner, tracing how the choice affected others and identifying ways to repair the harm. Invite students to share their ideas, emphasizing that understanding someone's feelings does not excuse hurtful choices.

Closing reflection: Before I make a choice that affects others, I can...

The Ripple Effect



In Kloe's New Year, Wreny and Janey make choices while skiing that affect other students. Their actions show how one choice can affect more than just the people who make it.

1. What happened?

What did Wreny and Janey do while skiing?

2. Who felt the ripple?

Circle the characters who may have been affected:

Kloe Ginger Terry Janey Wreny Other students

Choose one character you circled. What might that character have felt?

□ Disappointed □ Frustrated □ Confused □ Angry □ Worried □ Other: _____

Why might they have felt that way?

3. Follow the Ripple

One choice can affect many people! Finish the chain to show how Wreny and Janey's actions affected others.

Wreny and Janey knocked into other skiers.

↓

The other skiers _____

↓

They may have felt _____

↓

Because of this, _____

4. Make a Repair Plan

What could Wreny and Janey do to take responsibility and help make things right?

□ Tell the truth about what they did.

□ Apologize to the students who were affected.

□ Listen to how others felt.

□ Think about how their actions affected others.

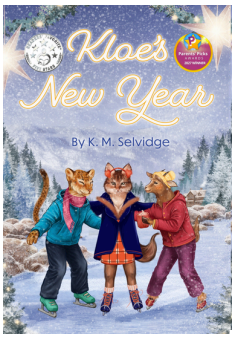
□ Make a plan to ski safely.

□ My idea: _____

5. Try a Different Choice

What could Wreny and Janey have done differently to have fun without putting their classmates in danger?

Kloe's New Year



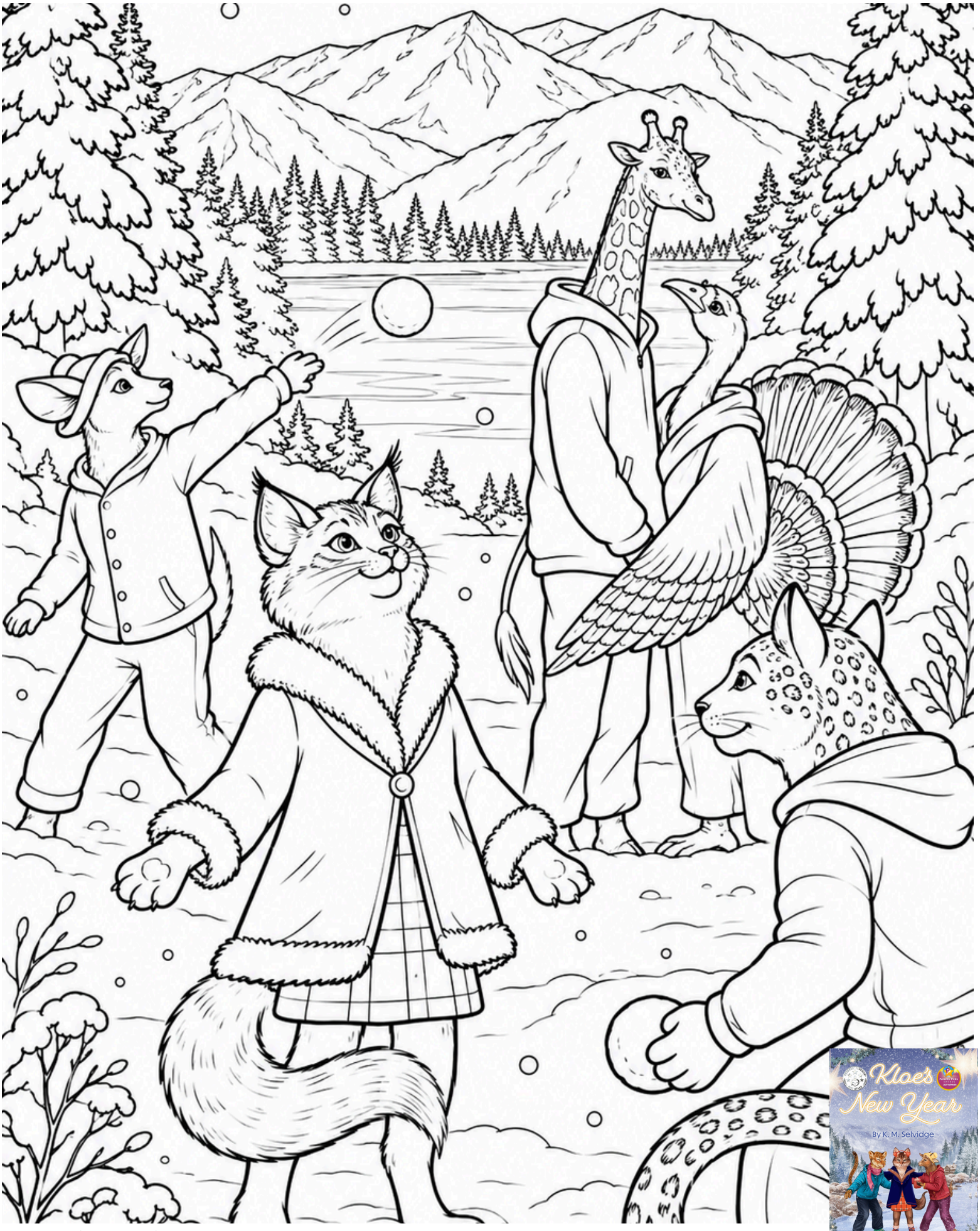
This week, we continued to read Kloe's New Year by K.M. Selvidge.

This week, we talked about how Wreny and Janey's choices affected the other students. We learned that our feelings matter, and so does the impact of our actions on others.

Table Talk Questions:

- How did Wreny and Janey's choices affect the group?
- How might the other students have felt when their plans were disrupted?
- Can we understand why someone acted a certain way without excusing the harm?
- What does taking responsibility for a choice look like?
- What could someone do to begin repairing the harm they caused?

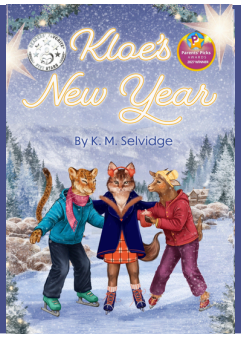
Instructions: Draw faces of how the characters felt when their plans were ruined.



Supplemental

Lesson 3

Kloe's New Year
Classroom Lesson 3



Lesson 3: Include Others Without Hurting the Group

Reading: Chapters 7–11

Learning goal: Students will distinguish between understanding someone's feelings and approving of harmful behavior, then suggest inclusive alternatives.

Feelings check-in: Wreny says he wants to have fun and feels left out. What are safe, respectful ways someone could ask to be included?

Read and discuss: Wreny and Janey make a plan that prevents others from skiing. Later, Wreny explains that he also wanted to have fun and often feels left out. His feelings help explain his behavior, but they do not erase its impact.

Ask:

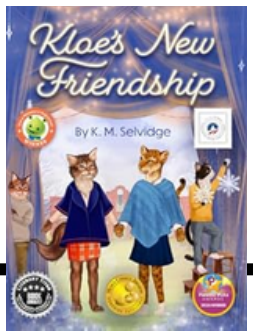
- What does Wreny say he wants?
- What could he have done instead of interfering with the trip?
- How can a group include someone while still setting limits on unsafe or hurtful behavior?
- What should happen after someone has caused harm?
- What would a fair next step look like for everyone?

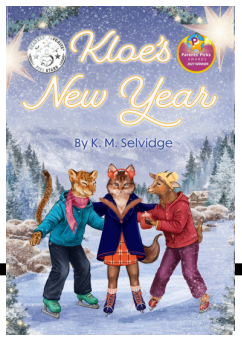
Activity: Create the Next Book Cover
Invite students to imagine a new adventure for Kloe and her friends. Have them draw a cover that shows the characters, setting, and a challenge the group might face. Students can add a title and include how the friends make sure everyone feels welcome and has a way to participate.

Closing reflection: I can help someone feel included by ___, while still expecting everyone to ___.

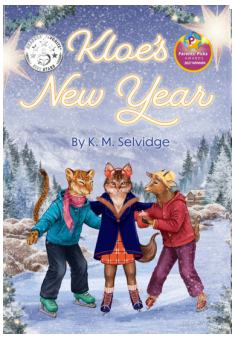
Create the next book cover in The Kloe Series







Kloe's New Year



This week, we finished reading Kloe's New Year by K.M. Selvidge.

This week, we learned that Wreny wanted to have fun and felt left out, but his choices hurt others. We talked about safe, respectful ways to ask to be included and how a group can make room for everyone.

Table Talk Questions:

- What did Wreny say he wanted?
- What could Wreny have done to ask to be included?
- How can we include someone while still setting limits on hurtful behavior?
- What could the group do to make future activities welcoming and safe?
- How could we make each family member feel included this week?

Instructions: Write or draw how you could help someone feel included this week.



Supplemental

PRE-ASSESSMENT

STUDENT NAME: _____ DATE: _____

Instructions: Answer the questions below.

1. What might help you when you feel nervous about something new? Draw or write your answer.

2. If a friend tells you something private, what should you do? Circle one.
a. Keep it private.
b. Share it with other people.
c. Make a joke about it.

3. What could you do if you made a mistake that hurt a friend? Draw or write your answer.

4. What could you do if you noticed someone feeling left out? Circle one.
a. Invite them to join.
b. Ignore them.
c. Wait for someone else to help.

5. What helps you feel supported when you are having a hard day? Draw or write your answer.

POST-ASSESSMENT

STUDENT NAME: _____ DATE: _____

Instructions: Answer the questions below.

1. What might help you when you feel nervous about something new? Draw or write your answer.

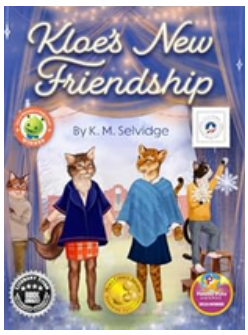
2. If a friend tells you something private, what should you do? Circle one.
a. Keep it private.
b. Share it with other people.
c. Make a joke about it.

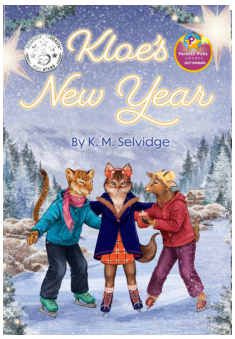
3. What could you do if you made a mistake that hurt a friend? Draw or write your answer.

4. What could you do if you noticed someone feeling left out? Circle one.
a. Invite them to join.
b. Ignore them.
c. Wait for someone else to help.

5. What helps you feel supported when you are having a hard day? Draw or write your answer.







Attendance Tracker

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