



*A Common Core State Standards &  
Next Generation Science Standards-Aligned  
Discussion/Project Guide for Grades PK to 2*

# PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM

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and Melissa Stoller

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*When they meet for the first time at school, three girls realize that they are different than each other – Molly is Christian, Savera is Muslim, and Hannah is Jewish. Through a class planting project, the girls' friendship blossoms, and they learn they are more alike than they thought. Written by three women authors from the same faith traditions as the girls in the story, this book brings more kindness and understanding into the world.*

PEACE, SALAAM, SHALOM.

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Guide Created by  
Debbie Gonzales, MFA



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## Pre-Reading Discussion

### Meet the Co-Authors:

**Callie Metler** is the owner of Clear Fork Media, and an author and illustrator of several children’s books. She lives in Stamford, Texas with her two sons, and enjoys looking out her office window at the trees and nature in the local town square. Learn more about Callie at [www.CallieMetler.com](http://www.CallieMetler.com)



**Shirin Shamsi** has lived on three continents and sees herself as a global citizen. Through sharing stories from her heritage, she hopes to inspire an appreciation for all the diversity of our beautiful planet. Learn more about Shirin at [shirinshamsi.com](http://shirinshamsi.com)



A former practicing attorney and legal research and writing instructor, **Melissa Stoller** lives in Manhattan with her husband, three daughters, and one puppy. When not writing, she can be found observing the stars, swimming in the sea, and searching for treasure. Learn more about Melissa at [melissastoller.com](http://melissastoller.com)



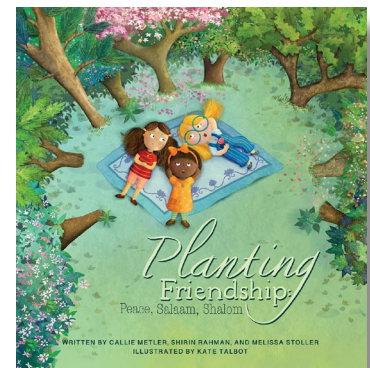
### Meet the Illustrator:

**Kate Talbot** is a Children’s Book Author and Illustrator who has a passion for quirky stories, especially when told in rhyme. She has a degree in filmmaking and spent several years as a Film Producer. Learn more about Kate at [katetalbotbooks.com](http://katetalbotbooks.com).



### Consider the cover of the book:

- Describe the scene depicted in this illustration. What are the girls doing? How do they feel? How do you know?
- Observe the trees. What season is represented in this illustration?
- Consider the words *peace*, *salaam*, and *shalom*. Do you know what any of these words mean? If so, tell all that you know about each word.
- What does the word *friendship* mean to you? Explain the difference and similarities between the notions of *being* a friend and *having* a friend.



The title of this book is PLANTING FRIENDSHIP. Predict what you think this book is going to be about.

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[guidesbydeb.com](http://guidesbydeb.com)  
[debbiegonzales.com](http://debbiegonzales.com)



## Post-Reading Discussion

***One by one, they stepped into their new classroom. Their necklaces bounced, bobbed, and bumped.***

***The girls stopped and stared. “You have a necklace, just like me,” they blurted out. Peace. Salaam. Shalom.***

- Explain why Molly, Savera, and Hannah felt anxious about going to school.
- The word *symbol* is defined as an object that represents or stands for something else. Each girl received a necklace symbolizing protection, love, and hope as represented by the spiritual faith they practice. Molly is Christian, Savera is Muslim, and Hannah is Jewish. Tell how the necklaces helped to give the girls confidence.
- Consider the illustration featuring Molly, Savera, and Hannah standing near a row of cubbies, where they noticed each other’s necklaces. Identify the similarities and differences of their necklaces. Tell how the symbols they represent are the same and different.

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***But days went by, and their plants didn’t grow.***

- Examine the planting project Mrs. Blume’s class engaged in. Discuss the care required to help their plants grow.
- Identify reasons why their plants did not thrive at first.
- Consider how making mistakes, such as not giving the seeds that they need to grow, provides opportunities to discover new and better ways to try something. Tell how Molly, Savera, and Hannah learned to work together to discover the best ways to care for their plants.

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***“Mimi always says, ‘The deeper the roots grow, the stronger the friendship.’”***

- Roots are part of the plant that attaches to the ground. These roots provide support and nourishment for the plants to grow. Explain how planting their seeds in larger pots would help their plants grow stronger roots.
- A *metaphor* is a word picture used by writers. These word pictures use objects to symbolize or represent other ideas or thoughts. Explain how the roots of a plant serve as a metaphor for developing a strong friendship.
- Describe ways that a friendship can grow strong like the deep roots of a plant.





***“Nana always says, ‘Things grow with care, kindness, and love.’”***

- Explain what it means to *have* a friend. What does having a friend look like and feel like?
  - Describe what it means to *be* a friend. What actions must a person take to become a good friend to someone else? Explain your answer.
  - Explain how caring, kindness, and love enhance the growth of friendships.
- 

***“Dadima always says, ‘Everything needs time to grow.’”***

- With the proper care and patience, the girls had faith that their plants would flourish. *Patience* means calmness, consideration, and understanding. The word *faith* means having complete trust and confidence in someone or something. Tell how the girls practiced patience and faith as they waited for their plants to grow.
  - Each girl practiced a different kind of religious faith in their homes. Discuss ways that the girls demonstrated consideration, understanding, and appreciation for each other’s religious faith practices. Tell how doing so helped their friendships to flourish.
- 

***The friends strolled across the bridge to Peace Park.***

- Turn to the spread featuring Molly, Savera, Hannah, and their classmates taking their mature plants to Peace Park. Identify how the fully grown plants symbolize the bonds of friendship shared between the girls.
- Identify ways that the girls support one another as they transfer the heavy potted plants to the park. Explain how their actions serve as examples of what it means to have a friend and to be a friend.
- The Christian meaning for the word *peace* is calm, restfulness, and stillness. The Muslim word *salaam* means respect and welcome. The Jewish word *shalom* means peace. Explore reasons why transferring their plants in Peace Park serves as a metaphor for the friendships that grew between a Christian, a Muslim, and a Jewish girl.



## Symbols of Faith

*One by one, they stepped into their new classroom.  
Their necklaces bounced, bobbed, and bumped.*

**Objective:** To use information gained from the illustrations and words to demonstrate understanding of the book's characters and symbols of their faith practices.

**Materials:**

- PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM, the book
- Cards & Labels (Guide, pgs. 7 to 10)
- Symbols Match Up Answers: Christian (Guide, pg. 11)
- Symbols Match Up Answers: Muslim (Guide, pg. 12)
- Symbols Match Up Answers: Jewish (Guide, pg. 13)
- Cardstock

**Procedure:**

- Turn to the Authors' Note section in the book. Examine the list of religious symbols featured there. Flip through the book to discover illustrations depicting each of the items listed there.
- Print the **Cards & Labels** in this guide on cardstock. Use scissors to trim around the borders of the cards and labels.
- Sort the images and labels by associating each picture with the corresponding faith labels.
- Using the Author's Note as reference, match each description label with the corresponding image.
- Instruct students to check their work using the **Symbols Match-Up Answer** guides provided in the guide.
- Encourage the students to analyze the cards and labels. Have them compare and contrast the images by identifying ways that they are different and similar.
- Instruct students to write and illustrate a short essay describing their observations. Have them share their work with the class.



## Cards &amp; Labels

# Christian

# Islam

# Judaism



The Bible



Calligraphy from the  
Quran



Challah Bread



Christmas Tree





The Cross



Menorah



Dreidel



Nativity Scene



Kiddush Cup



Noah's Ark







Tasbih



Shawl



Prayer Rug



Siddur



The Quran



A symbol of Jesus' crucifixion.

A decorated tree to celebrate Christmas.

A scene commemorating the birth of Baby Jesus.

Used when Muslims pray five times a day, facing Mecca.

A collection of religious texts sacred to Christians.

Prayer beads are 100 threaded beads used to praise God.

A scene commemorating the story about Noah's flood.

Muslim women and men cover their heads when they pray.

The Muslim holy book

Verses from the Quran

The special bread eaten on Shabbat or for other Jewish festive meals.

A special cup or goblet that holds wine or grape juice for the Kiddush blessing.

A nine-branched candelabra lit during the eight nights of Hanukkah.

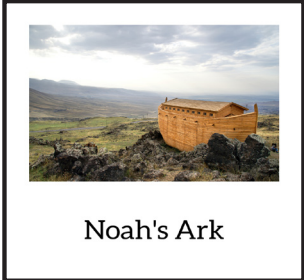
A four-sided spinning top marked with Hebrew letters, played with during Hanukkah.

Prayer book containing daily prayers, Shabbat prayers, and prayers for other rituals.



### Symbols Match Up Answers: Christian

**Christian**



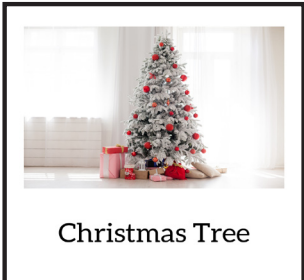
A scene commemorating the story about Noah's flood.



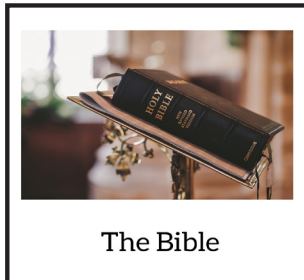
A symbol of Jesus' crucifixion.



A scene commemorating the birth of Baby Jesus.



A decorated tree to celebrate Christmas.



A collection of religious texts sacred to Christians.



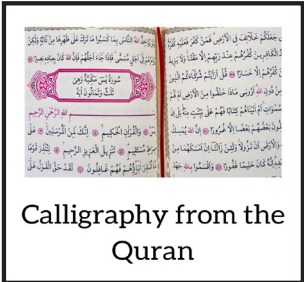
### Symbols Match Up Answers: Muslim

Islam



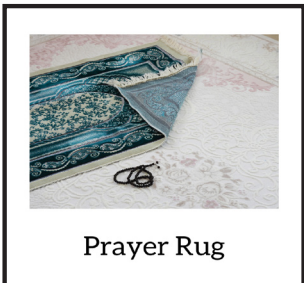
Tasbih

Prayer beads are 100 threaded beads used to praise God.



Calligraphy from the Quran

Verses from the Quran



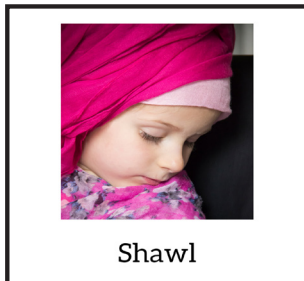
Prayer Rug

Used when Muslims pray five times a day, facing Mecca.



The Quran

The Muslim holy book



Shawl

Muslim women and men cover their heads when they pray.





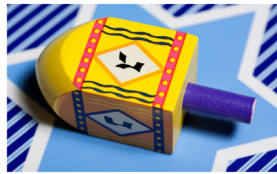
## Symbols Match Up Answers: Jewish

### Judaism



Challah Bread

The special bread eaten on Shabbat or for other Jewish festive meals.



Dreidel

A four-sided spinning top marked with Hebrew letters, played with during Hanukkah.



Kiddush Cup

A special cup or goblet that holds wine or grape juice for the Kiddush blessing.



Menorah

A nine-branched candelabra lit during the eight nights of Hanukkah.



Siddur

Prayer book containing daily prayers, Shabbat prayers, and prayers for other rituals.



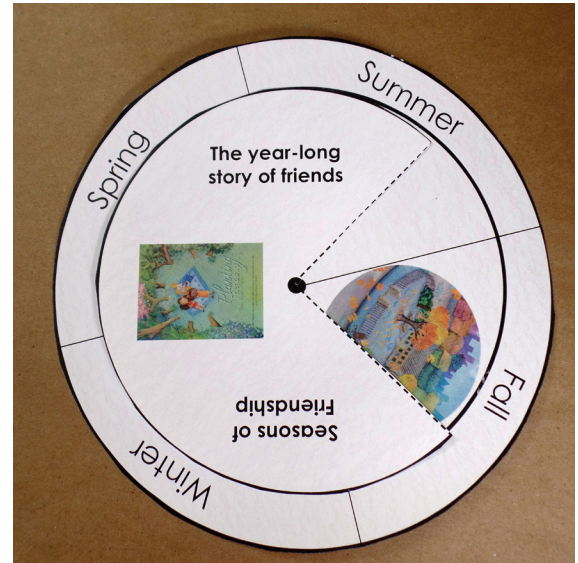
## Seasons of Friendship

*That season, the girls planted trees of friendships. And build bridges of hope.  
Together. In Peace Park and beyond.*

**Objective:** Describe the overall structure of a story, including describing how the beginning introduces the story, how the ending concludes the action, and predict

### Materials:

- PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM, the book
- Season Spinner: Base (Guide, pg. 15)
- Season Spinner: Top (Guide, pg. 16)
- The Year-Long Story of Friendship (Guide, pg. 17)
- Cardstock
- Scissors
- Brass brad
- Writing materials

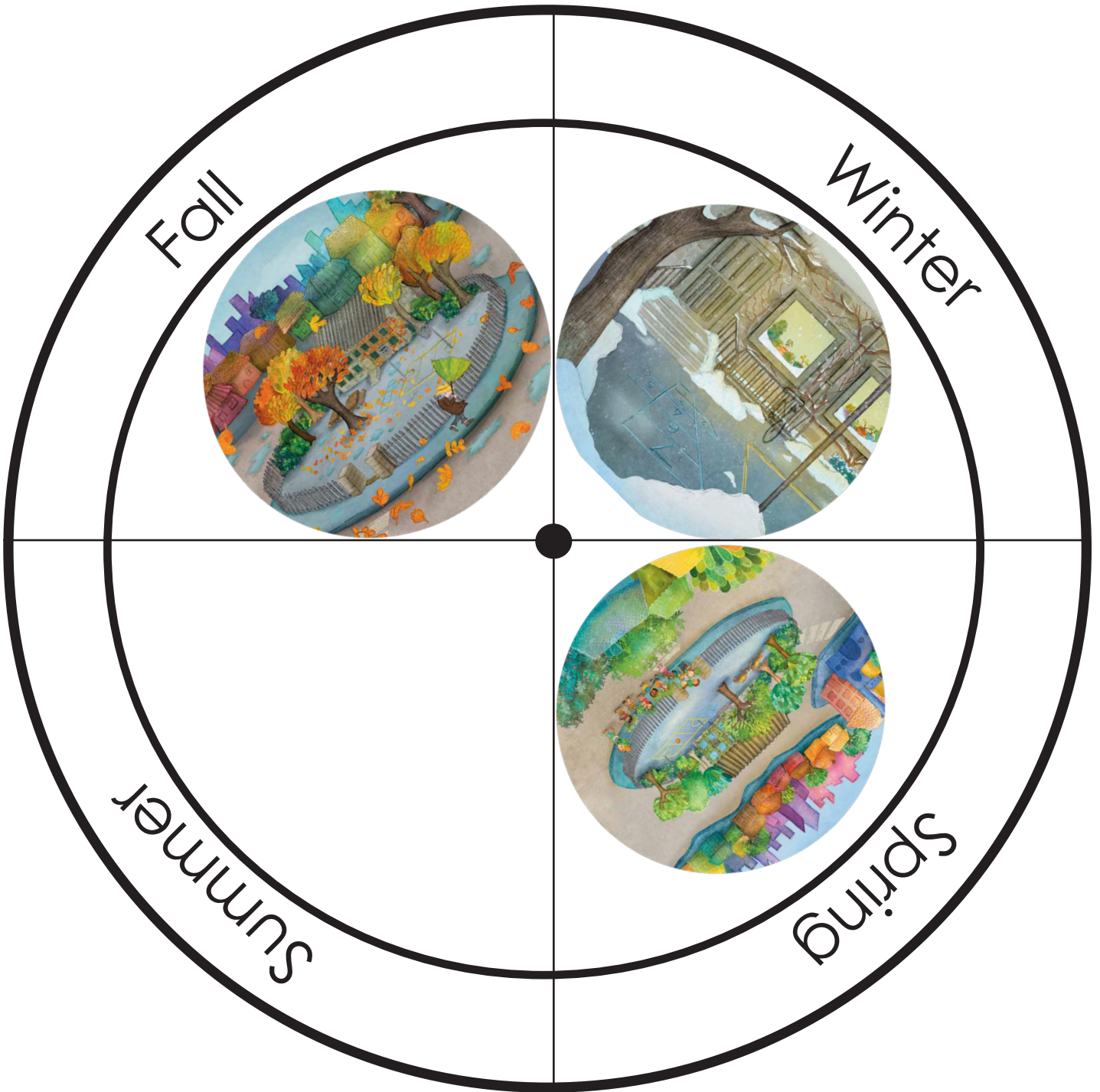


### Procedure:

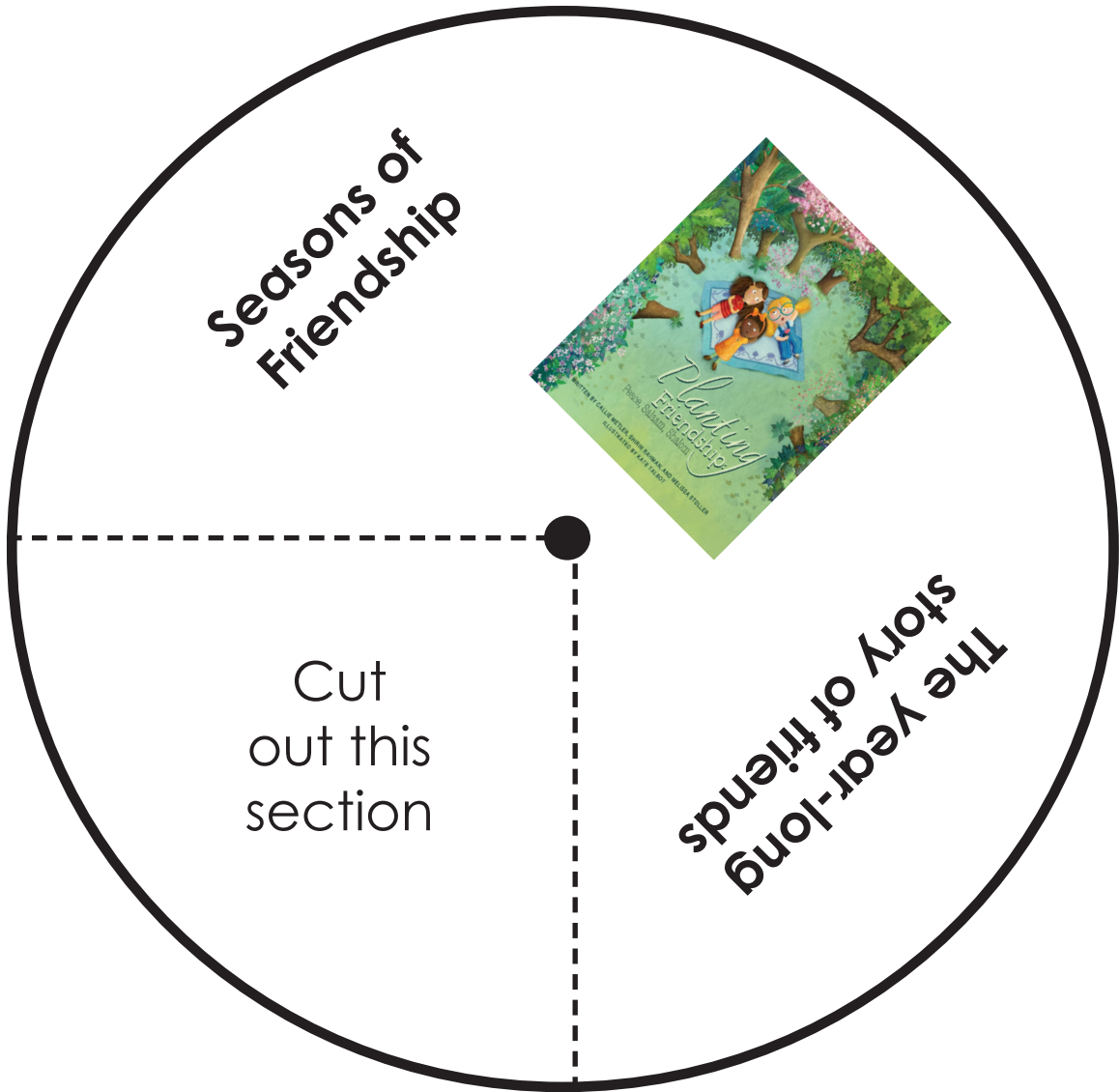
- Reread PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM with an eye toward observing the seasonal changes. Explore how the girls' relationships changed as time passed.
- Print the **Season Spinner: Base** and the **Season Spinner: Top** on cardstock. Use scissors to trim around the borders of each, taking care to cut the angled piece from the top.
- Examine the illustrations depicted on the **Season Spinner: Base**. Instruct students to illustrate a summer-time scene inspired by the story in the space provided.
- Create the **Season Spinner** by placing the **Top** over the **Base**. Secure these pieces together with the brass brad at the center of the circles.
- Next, using the **The Year-Long Story of Friendship** template as a guide, instruct students to write and illustrate a retelling of the story. Have them describe how the girls' friendship developed throughout the school year. Then, have them predict what their relationship might have been like at school's end. Did their friendship continue during the summer? If so, did they meet together somehow? Tell the story.
- Instruct students to share their retellings with the class using their **Season Spinner** as reference.



Season Spinner: Base



Season Spinner: Top





# The Year-Long Story of Friendship

FALL



WINTER



SPRING



SUMMER



## The Parts of a Seed

***“Let’s begin with a planting project. We will start seeds in our classroom, and plant saplings in the park.”***

**Objectives:** To examine and identify the parts of an embryonic plant: The Seed.

### Materials:

- PLANTING FRIENDSHIP: PEACE, SALAAM, SHALOM, the book
- A Lima Bean
- Small bowl of water
- Magnifying glass
- Paper Towel
- The Embryonic Plant Worksheet (Guide, pg. 19)
- The Parts of a Seed Answer Guide (Guide, pg. 20)
- Markers and/or colored pencil
- Writing materials

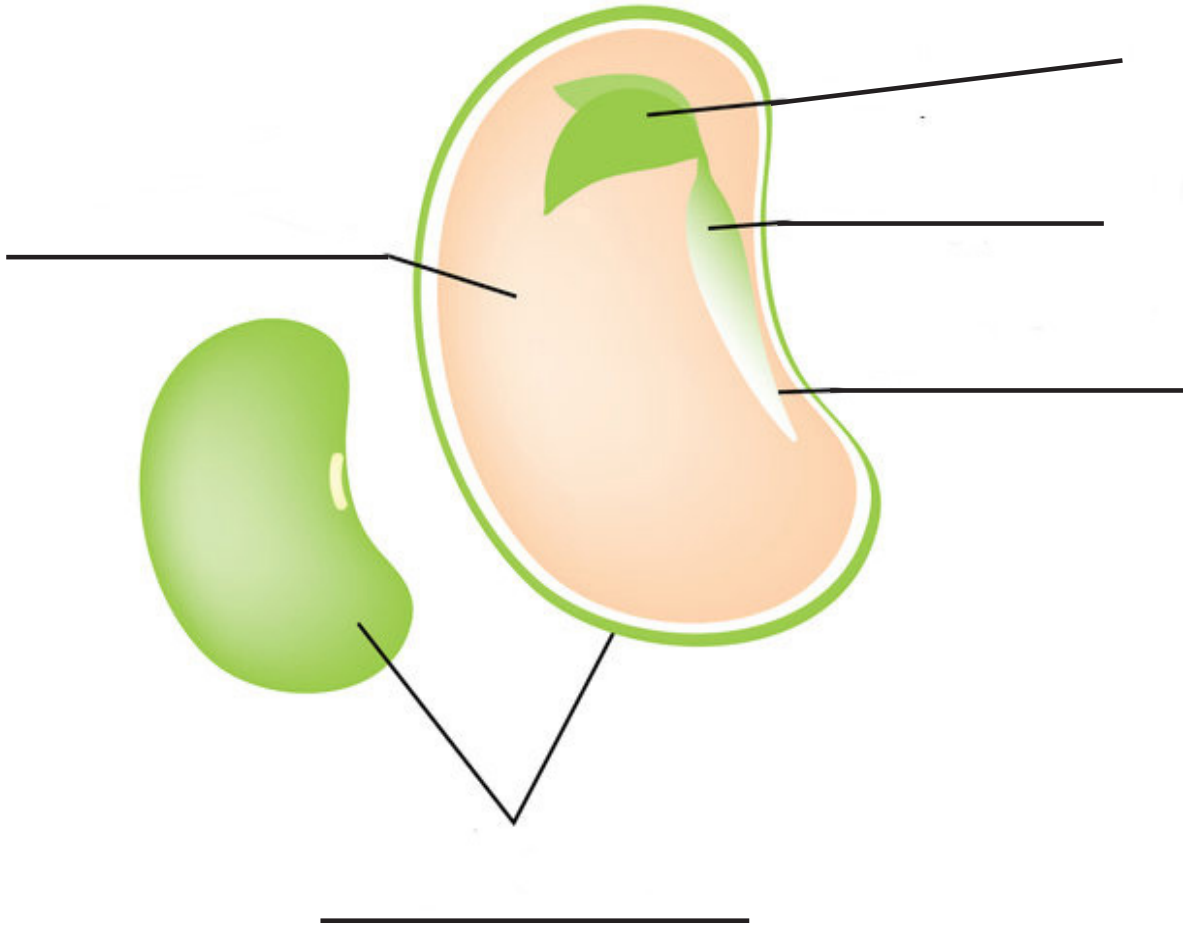


### Procedure:

- Lead a discussion about the seed as being an embryonic plant. The word *embryonic* means unborn, incomplete, and developing. Explain that a seed consists of all of the parts of a plant in an embryonic form, a plant that is yet to begin to grow. In efforts to identify the parts of the embryonic plant, students will be led in an exercise dissecting the part of the seed.
- Soften the lima bean in the bowl of water. Remove it from the water when the seed coat becomes wrinkled.
- Gently take the seed apart. Using the magnifying glass and the **The Parts of a Seed Answer Guide** as a guide, identify the following parts of the seed.
  - Cotyledon: The part of a plant embryo that is first to emerge from a seed.
  - Plumule: The primary shoot or stem of an embryo plant.
  - Hypocotyl: The part of the stem of an embryo plant beneath the stalks of the seed leaves (the cotyledon) and directly above the root.
  - Radicle: The part of a plant embryo that develops into the primary root.
  - Seed Coat: The protective outer coat of a seed.
- Instruct students to check their understanding by completing **The Embryonic Plant Worksheet**, using the dissected seed and **The Parts of a Seed Answer Guide** for reference.
- Have students write and illustrate a short essay identifying and describing the functions of each part of the seed. Have them share their work with the class.



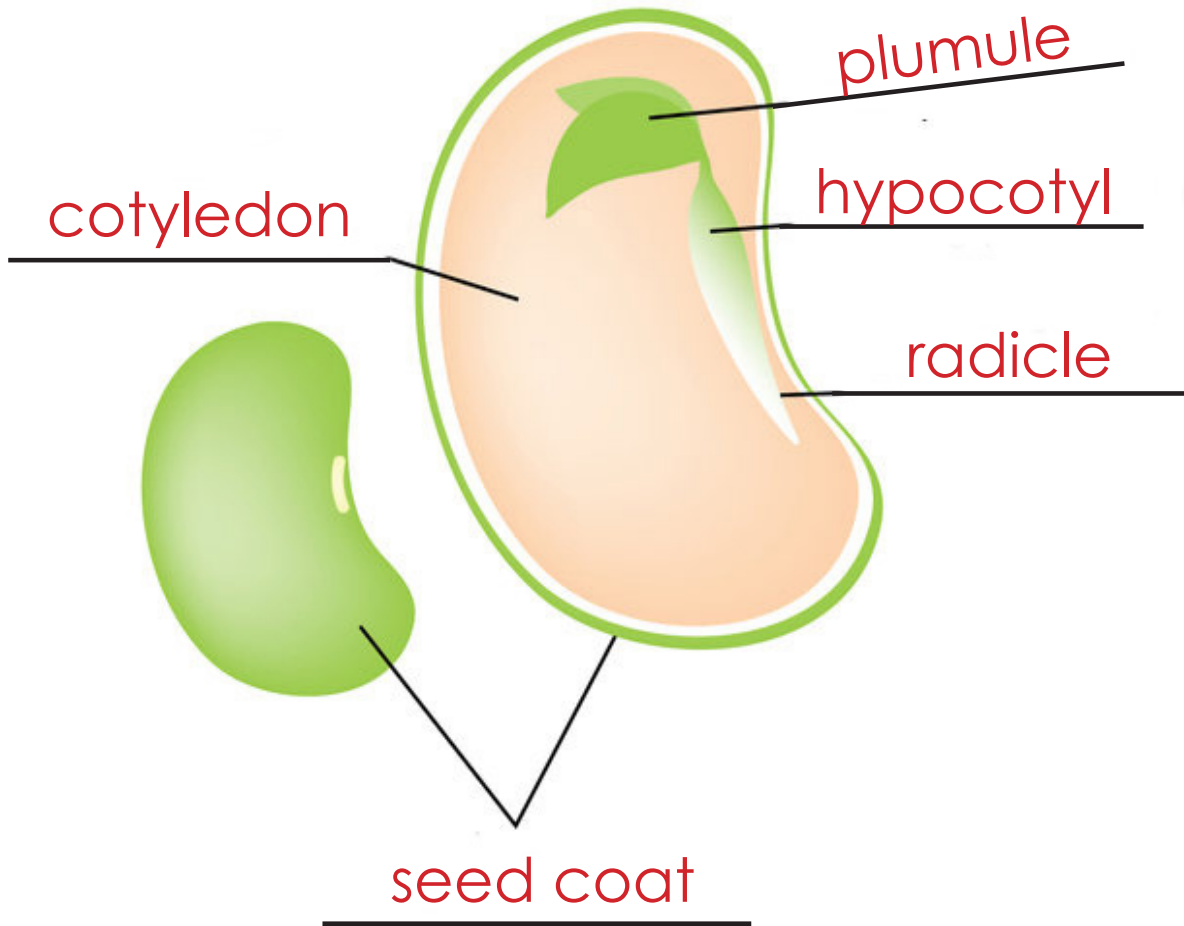
# The Embryonic Plant Worksheet



seed coat      radicle  
cotyledon      hypocotyl  
plumule



### The Parts of a Seed Worksheet Answer



seed coat      radicle  
cotyledon      hypocotyl  
plumule





## Common Core State Standards Alignment

Common Core State Standards Alignment		Discussion	Symbols of Faith	Seasons of Friendship	The Embryonic Plant
<b>English Language Arts Standards » Reading: Literature</b>					
CCSS.ELA-LITERACY.RL.K.1	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X			
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X	X	X	X
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X	X	X	
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	X	X	X	
CCSS.ELA-LITERACY.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X	X	X	X
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	X	X	X	X
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	X	X	X	X
CCSS.ELA-LITERACY.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X	X	X	X
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X	X	X	X
<b>English Language Arts Standards » Reading: Foundational Skills</b>					
CCSS.ELA-LITERACY.RF.K.1	Demonstrate understanding of the organization and basic features of print.	X	X	X	X
CCSS.ELA-LITERACY.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X
CCSS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.	X	X	X	X
CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X	X



		Discussion	Symbols of Faith	Seasons of Friendship	The Embryonic Plant
<b>English Language Arts Standards » Reading: Foundational Skills</b>					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	X	X	X	X
CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X	X	X	X
CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X	X	X	X
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	X	X	X	X
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X



		Discussion	Symbols of Faith	Seasons of Friendship	The Embryonic Plant
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X	X
CCSS.ELA-LITERACY.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	X	X
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		X	X	X
CCSS.ELA-LITERACY.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		X	X	X
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		X	X	X

## Next Generation Science Standards Alignment

<b>K-ESS2-1 Earth's Systems</b>	<b>Use and share observations of local weather conditions to describe patterns over time.</b>			X	
Analyzing and Interpreting Data	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.			X	
ESS2.D: Weather and Climate	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.			X	
Patterns	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.			X	
<b>K-LS1-1 From Molecules to Organisms: Structures and Processes</b>	<b>Use observations to describe patterns of what plants and animals (including humans) need to survive.</b>				X
Science and Engineering Practices	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.				X
Connections to Nature of Science	Scientists look for patterns and order when making observations about the world.				X
Patterns	Patterns in the natural and human designed world can be observed and used as evidence.				X

