

Light and sky · Learning journey

Learning with a grown-up · Ages 4–8 · Flexible participation

What can light help us discover?

Start with a nearby shadow, then use models to consider daylight and the Moon. As an optional branch, find Earth in the Solar System, then zoom in on its land, water and continents. Choose rainbows or ocean light as other explorations.

Spend separate sessions on shadows, Earth turning and Moon phases. They involve light but have different explanations. For the planet-to-home branch, explore Solar System then Our Earth; continue to water or habitats if curiosity leads there. These are choices, not prerequisites.

Teacher sequence

How Shadows Work: Identify light source, blocking object and shadow in their correct relationship.

When you notice another shadow, identify what supplies light and what blocks it.

Day and Night: Explain the pictured change using Earth's turning and the Sun-facing side.

How would you explain night to someone who thinks the Sun goes around Earth each day?

Moon Phases: Describe the changing view of the Moon's sunlit half without saying pieces disappear.

Compare two dated drawings. What changed in the bright part, and what remains uncertain?

What to listen for

Ask learners to explain one light situation and name what the diagram represents rather than treating every mark as something visible in nature.

How Shadows Work

What needs to be between a light and a screen to make this shadow?

Learning aim: Identify light source, blocking object and shadow in their correct relationship.

A five-minute conversation

Start with the pictured flashlight, then find the object and the screen. Trace the light's path and notice where the object blocks it. The discussion can stay entirely on the page. If you later try a flashlight activity, an adult should help and keep the light aimed at the screen, away from eyes.

Remember: Choose one comfortable way to notice or describe a detail. What do you already wonder about this picture?

Start here: Follow the picture from flashlight to object to screen.

Explore further: Predict what might happen when the object moves, then compare the result.

What is the source of light here?

Answer cue: The flashlight.

What makes the shadow appear?

Answer cue: The solid object blocks some light.

Where can we see the shadow in the picture?

Answer cue: On the screen behind the object.

Keep the idea clear

A shadow is an area where light has been blocked. It is not a dark object coming out of the flashlight.

Try: Move one shadow maker

Materials: An adult, cool flashlight, large opaque toy and clear wall.

1. An adult sets a cool flashlight toward a wall, away from eyes. Put a large opaque toy between the light and wall.
2. Keep the light and wall fixed. Predict, then move only the toy nearer the light or farther from it.
3. Describe or draw the shadow before and after. Repeat the same change to check your observation.

What this can show: The object blocks light reaching part of the wall. Record the actual change; the drawn rays are a model, not visible sticks.

Return to it: When you notice another shadow, identify what supplies light and what blocks it.

How Shadows Work · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

light source — Something that gives out light.

shadow — An area receiving less light because something blocks it.

3 min · Reconnect and wonder: What needs to be between a light and a screen to make this shadow? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Follow the picture from flashlight to object to screen. Introduce light source using the poster.

8 min · Investigate or represent: Use “Move one shadow maker.” Let pairs take turns noticing and recording, with adult help and the activity’s stated boundaries.

5 min · Explain and return: Ask the core check: What needs to be between a light and a screen to make this shadow? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Predict what might happen when the object moves, then compare the result.

Understanding check: What needs to be between a light and a screen to make this shadow?

Answer guidance: A solid object between the flashlight and wall blocks some light, leaving a darker area on the wall. The object blocks light reaching part of the wall. Record the actual change; the drawn rays are a model, not visible sticks.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/how-shadows-work>

Related story: Gina and the Light Chase — Continue with Gina’s curiosity about light and shadows.

Day and Night

Why can a place have daylight and later have night?

Learning aim: Explain the pictured change using Earth's turning and the Sun-facing side.

A five-minute conversation

Point to the Sun and find the bright side of Earth. Then find the side facing away. Choose one place in the illustration and imagine it moving as Earth turns. Keep the explanation focused on rotation: one turn takes about 24 hours. The diagram simplifies Earth and the Sun so the relationship is easier to see.

Remember: We noticed where light reaches a wall and where an object blocks it. Now use a different model to explore which side of Earth faces the Sun.

Start here: Point to the side facing the Sun and the side facing away.

Explore further: Follow one imagined place as Earth turns from daylight toward night.

Which side has daytime?

Answer cue: The side facing the Sun.

Why is the other side having night?

Answer cue: It faces away from the Sun.

What changes as Earth keeps turning?

Answer cue: A place moves into daylight and later into night.

Keep the idea clear

Day and night come from Earth turning. The Sun does not need to travel around Earth each day.

Try: Follow a place in the diagram

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Choose a place on the pictured Earth with a finger or an adult's description.
2. Trace the turning direction and describe when the place faces toward the Sun and away.
3. Compare a safe daytime window observation with one after dark if convenient. There is no need to stay awake or look at the Sun.

What this can show: The window comparison is an observation; Earth turning is the explanation illustrated by the model. The model's sizes and distances are not to scale.

Return to it: How would you explain night to someone who thinks the Sun goes around Earth each day?

Day and Night · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

rotation — Turning around.

daylight — Light from the Sun reaching a place.

3 min · Reconnect and wonder: Why can a place have daylight and later have night? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Point to the side facing the Sun and the side facing away. Introduce rotation using the poster.

8 min · Investigate or represent: Use “Follow a place in the diagram.” Let pairs take turns noticing and recording, with adult help and the activity’s stated boundaries.

5 min · Explain and return: Ask the core check: Why can a place have daylight and later have night? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Follow one imagined place as Earth turns from daylight toward night.

Understanding check: Why can a place have daylight and later have night?

Answer guidance: As Earth turns, a place moves onto the side facing the Sun and later onto the side facing away, bringing daylight and night. The window comparison is an observation; Earth turning is the explanation illustrated by the model. The model’s sizes and distances are not to scale.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/day-and-night>

Related story: Gina and the Light Chase — Continue with Gina’s curiosity about light and shadows.

Moon Phases

Why does the Moon seem to have different shapes?

Learning aim: Describe the changing view of the Moon's sunlit half without saying pieces disappear.

A five-minute conversation

Compare the four illustrated phases before introducing their names. Explain that the Moon reflects sunlight and that our view of its sunlit half changes as it orbits Earth. A quarter Moon looks like a half-lit circle in the sky. The poster shows a Northern Hemisphere view; the bright side can look different elsewhere.

Remember: Earth's turning explains day and night. Our next light question has a different explanation: why does the Moon's bright shape seem to change?

Start here: Find the full bright circle and a half-bright circle.

Explore further: Explain why the ordinary phase change is different from Earth casting a shadow on the Moon.

Which phase looks like a full bright circle?

Answer cue: The full Moon.

Does the Moon make its own sunlight?

Answer cue: No. It reflects sunlight.

Is part of the Moon disappearing during a phase?

Answer cue: No. We are seeing a different amount of its sunlit half.

Keep the idea clear

Ordinary Moon phases are not caused by Earth's shadow. The sequence takes about a month; the shown orientation is not universal.

Try: Keep a Moon-looking record

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. With an adult, look for the Moon from a safe familiar place at a convenient time. Never look directly at the Sun.
2. If it is visible, record the date, time and bright shape by drawing or dictation; if not, simply record not seen.
3. Compare observations made on later days. Use the poster to discuss patterns without expecting a new visible shape every day.

What this can show: A missing sighting does not prove a new Moon; weather, buildings and timing affect visibility. The shown orientation is a Northern Hemisphere example.

Return to it: Compare two dated drawings. What changed in the bright part, and what remains uncertain?

Moon Phases · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

phase — The Moon's apparent shape as we see its sunlit part.

reflect — Send light back from a surface.

3 min · Reconnect and wonder: Why does the Moon seem to have different shapes? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Find the full bright circle and a half-bright circle. Introduce phase using the poster.

8 min · Investigate or represent: Use "Keep a Moon-looking record." Let pairs take turns noticing and recording, with adult help and the activity's stated boundaries.

5 min · Explain and return: Ask the core check: Why does the Moon seem to have different shapes? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain why the ordinary phase change is different from Earth casting a shadow on the Moon.

Understanding check: Why does the Moon seem to have different shapes?

Answer guidance: The Moon reflects sunlight. As it travels around Earth, we see different amounts of its sunlit half; the Moon is not losing pieces. A missing sighting does not prove a new Moon; weather, buildings and timing affect visibility. The shown orientation is a Northern Hemisphere example.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/moon-phases>

Our Solar System

How can we compare planets using reliable clues?

Learning aim: Use two labeled facts to compare planets while recognizing the diagram is not to scale.

A five-minute conversation

Find the Sun first and explain that it is a star. Follow the planets in order, pausing wherever your child is curious. Compare two poster facts, such as the smallest and largest planet. Remind your child that the picture fits everything onto one page, so the sizes and gaps are not shown to scale.

Remember: The Moon travels around Earth and reflects sunlight. Where is Earth among the planets that travel around the Sun?

Start here: Find Earth, then choose one other planet to name.

Explore further: Compare Mercury and Jupiter using their facts, then explain why measuring the drawing would not give their true sizes.

Which planet is our home?

Answer cue: Earth.

Which planet is largest, and which is smallest?

Answer cue: Jupiter is largest; Mercury is smallest.

What comes after Earth as we move away from the Sun?

Answer cue: Mars, then Jupiter, Saturn, Uranus and Neptune.

Keep the idea clear

The Sun is a star, and the Moon is not one of the eight planets. Use the labels rather than measuring the drawing.

Try: Make a two-planet comparison

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Choose two planets from the poster.
2. An adult reads their labels. Draw, dictate or point to one fact for each.
3. Explain a similarity or difference using those facts; distinguish our Sun and Moon from the eight planets.

What this can show: Accept a comparison grounded in the text, such as smallest and largest. Colors, drawn gaps and measured picture sizes are not a scale model.

Return to it: When you return, choose a different pair. What new question would you like an adult to help investigate?

Our Solar System · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

planet — A large world traveling around a star; this poster shows the eight planets of our solar system.

orbit — A path around another object in space.

3 min · Reconnect and wonder: How can we compare planets using reliable clues? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Find Earth, then choose one other planet to name. Introduce planet using the poster.

8 min · Investigate or represent: Use “Make a two-planet comparison.” Let pairs take turns noticing and recording, with adult help and the activity’s stated boundaries.

5 min · Explain and return: Ask the core check: How can we compare planets using reliable clues? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Compare Mercury and Jupiter using their facts, then explain why measuring the drawing would not give their true sizes.

Understanding check: How can we compare planets using reliable clues?

Answer guidance: A child can compare two labeled facts, such as Mercury being the smallest planet and Jupiter the largest. The drawn sizes and gaps cannot be measured as their true sizes and distances. Accept a comparison grounded in the text, such as smallest and largest. Colors, drawn gaps and measured picture sizes are not a scale model.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/solar-system>

Related story: Gina and the Great Gravity Hug — Continue their questions about how things move and fall.

Our Earth: Land, Water & Continents

Parent & teacher guide · Ages 4–8 with a grown-up

A five-minute conversation

Identify one land area and one water area, explain which covers more of Earth's surface, and find one named continent with adult support.

Start beside Gina at the globe: "What do you notice?" Explain that a globe is a round model of Earth, and this map shows Earth on a flat surface. Find one land area and one water area together. Next, count the ten equal parts in the strip: seven blue parts represent water and three represent land, approximately. Finally, let your child choose one continent to find. Read its name together; remembering all seven names is optional.

Can you show me some land and some water?

Answer cue: Point to a continent for land and to the blue ocean around it for water. Antarctica counts as land even though ice covers it. Use the labels and shapes as well as colors.

What covers more of Earth's surface: water or land? What picture clue helps?

Answer cue: Water covers more. The strip has seven equal blue parts and three land parts. It is a rounded model of surface area; the more precise figure is about 71% water-covered.

Which continent do we live on, and where can we find it?

Answer cue: An adult identifies the family's continent using a familiar atlas or globe if needed, then helps the child locate its label. The answer depends on where the family lives. This overview does not show cities or every island, and no address needs to be shared.

Keep the idea clear

This poster uses a common seven-continent model: North America, South America, Europe, Africa, Asia, Australia and Antarctica. Schools may group or name continents differently. Oceania is a wider region that includes Australia and many Pacific islands. Europe and Asia share connected land. Map colors help separate regions; they do not show the real color of all land. Flat maps change shapes and sizes, and the globe view shows only one side at a time. A few islands are shown in a neutral color; their regional groupings can be explored with a more detailed atlas.

One new noticing is enough. Pointing, speaking, signing, drawing or listening are all ways to join in.

Take a finger journey

Materials: The poster and an adult; optional paper and crayons. A globe or atlas may help an adult locate a home continent, but no purchase or physical trip is needed.

1. Choose one labeled continent on the poster. Read or listen to its name together.
2. Trace along part of its coast with a finger, or ask an adult to describe the meeting of land and ocean. No writing on the poster is needed.
3. Choose another continent and describe where it is on this map. If an ocean lies between them, point to the water in between.
4. Optional: draw a simple land shape with water beside it. Say that it is your model, not an exact world map.

What the model can show

A coastline is where land meets the sea. The poster is a simplified map for finding broad regions. Its decorative colors and flat shape should not be measured as exact Earth areas; use the equal ten-part strip for the approximate land/water comparison.

A response to keep

The continent I explored

The land and water I noticed

A place I would like to learn about next

Follow the learning

Return to the map after the Water Cycle poster. Find an ocean and imagine one drop's next step into the cycle.

Where Did My Water Go? — Continue from water on Earth to Gina and Ollie's story about where water goes. This is a water-cycle connection, not a continents atlas.

Sources

U.S. Geological Survey · How Much Water is There on Earth?:

<https://www.usgs.gov/water-science-school/science/how-much-water-there-earth>

National Geographic Education · Continent: <https://education.nationalgeographic.org/resource/Continent/>

National Geographic Education · Globe: <https://education.nationalgeographic.org/resource/globe/>

National Geographic Education · Map: <https://education.nationalgeographic.org/resource/map/>

In the classroom

A 20-minute lesson

Learning aim: Learners identify land and water, use the ten-part strip to compare surface coverage, and locate one continent with support.

Prepare: Display or print the poster. Read the three answer cues and the continent-convention note. Check the home-continent answer before the lesson; do not collect children's addresses. Optional atlas or globe, paper and crayons.

Words to explore

globe — A round model of Earth.

map — A flat picture that represents a place.

continent — A large region of Earth's land.

surface — The outside of something.

3 min · Notice the globe

Invite one observation. Name globe as a round model and map as a flat representation.

5 min · Find and compare

Point to one land area and water. Count the ten equal parts together, then compare seven and three. Explain that the strip is approximate.

8 min · Take a finger journey

Pairs choose a continent and take turns locating it and following a coast on the poster. Offer adult description as an equal participation option.

4 min · Explain and connect

Ask the core check. Let learners point, speak, sign, draw or dictate. Invite one next topic: water's journey, an animal habitat or Earth's inside layers.

Understanding check

Show land and water. Which covers more of Earth's surface, and how does the strip help us tell?

Answer guidance: A named continent is land; the surrounding blue ocean is water. Seven of the strip's ten equal parts are blue and three are land, so it represents more water than land. This is approximate. Identify any one labeled continent with adult help; full seven-name recall is not required.

For a first step, compare just land and water. Read names aloud or describe shapes and positions. For an extension, compare two continent positions or notice connected Europe and Asia. Accept pointing, speech, signing, listening or a drawing; color naming is not required.

Next discoveries

Solar System — Zoom out to see Earth among the eight planets.

Water Cycle — After finding water on Earth, follow how it moves through the water cycle.

Animal Habitats — Zoom in from a continent to the food, water, shelter and space an animal needs.

Inside Earth — Compare Earth's surface with a cutaway of the layers beneath it.

How Rainbows Form

What helps sunlight become a rainbow of colors?

Learning aim: Connect sunlight and water drops to the poster's explanation.

A five-minute conversation

Find the sunlight and water-drop clues, then follow the rainbow's curve. Read how drops bend and reflect light, spreading out sunlight's many colors. Trace from red toward violet while noticing that the colors blend. Your child can describe light and dark areas or listen to your description instead of naming every color.

Remember: Clouds and rain involve tiny liquid drops. What can happen when sunlight meets water drops?

Start here: Find the outer red part and trace inward.

Explore further: Explain why the colors are light rather than painted stripes in the sky.

What two things help make this rainbow?

Answer cue: Sunlight and water drops.

Which color is at the outside of the bow?

Answer cue: Red.

Are the colors separate painted stripes in the sky?

Answer cue: No. They are light, and the colors blend together.

Keep the idea clear

For looking at a rainbow outdoors, keep the Sun behind you. Never look directly at the Sun.

Try: Look, then represent

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Use the poster or an adult-selected rainbow photograph. Outdoor sightings are optional; never look directly at the Sun.
2. Name or have an adult describe neighboring colors and where they meet.
3. Draw or describe a curved rainbow with blending colors, then identify what the drawing cannot show about moving light.

What this can show: The drawing represents color order and blending; it does not itself demonstrate light bending and reflecting in water drops.

Return to it: Connect to the Water Cycle poster: which visible form of water is involved in a rainbow?

How Rainbows Form · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

reflect — Send light back from a surface.

refract — Change light's direction as it enters or leaves a material.

3 min · Reconnect and wonder: What helps sunlight become a rainbow of colors? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Find the outer red part and trace inward. Introduce reflect using the poster.

8 min · Investigate or represent: Use "Look, then represent." Let pairs take turns noticing and recording, with adult help and the activity's stated boundaries.

5 min · Explain and return: Ask the core check: What helps sunlight become a rainbow of colors? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain why the colors are light rather than painted stripes in the sky.

Understanding check: What helps sunlight become a rainbow of colors?

Answer guidance: Sunlight and water drops are involved: the drops bend and reflect light so its colors spread out into a rainbow. The colors blend rather than being painted stripes. The drawing represents color order and blending; it does not itself demonstrate light bending and reflecting in water drops.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/rainbows>

Related story: Gina and the Light Chase — Continue with Gina's curiosity about light and shadows.

Ocean Light Zones

How does sunlight change as we look deeper into the ocean?

Learning aim: Compare the three simplified light zones and distinguish sunlight from animal-made light.

A five-minute conversation

Begin at the surface and move downward through the picture. Compare how much sunlight reaches each zone, using the names before the depth numbers. Explain that some animals in the dark ocean make their own light. The boundaries are approximate, and the drawing compresses a very deep ocean onto one page.

Remember: We asked where light reaches in a shadow model. Now explore a different situation: sunlight reaching into ocean water.

Start here: Find the brightest zone near the surface.

Explore further: Explain how a place without sunlight can still contain an animal that produces light.

Where does the ocean have the most sunlight?

Answer cue: Near the surface, in the sunlit zone.

How is the twilight zone different?

Answer cue: Only faint sunlight reaches it.

Can there be light in a zone without sunlight?

Answer cue: Yes. Some animals make their own light.

Keep the idea clear

The approximate 200 m and 1,000 m boundaries are a simplified guide. The illustration is not drawn to scale.

Try: Build a light-zone model

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Divide a sheet into three areas, or describe three levels aloud.
2. Label them sunlit, twilight and dark; use words or different patterns as well as optional colors.
3. Place the surface at the top and explain the change. Keep the poster's approximate depths as labels, not measured scale.

What this can show: Less sunlight reaches deeper water. An animal's own light is a different source; this paper model is not an experiment about exact ocean depth.

Return to it: Compare with the Shadow poster. What is similar about asking where light reaches, and what is different about the situation?

Ocean Light Zones · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

surface — The top boundary of the water.

bioluminescence — Light produced by a living thing.

3 min · Reconnect and wonder: How does sunlight change as we look deeper into the ocean? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Find the brightest zone near the surface. Introduce surface using the poster.

8 min · Investigate or represent: Use “Build a light-zone model.” Let pairs take turns noticing and recording, with adult help and the activity’s stated boundaries.

5 min · Explain and return: Ask the core check: How does sunlight change as we look deeper into the ocean? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Explain how a place without sunlight can still contain an animal that produces light.

Understanding check: How does sunlight change as we look deeper into the ocean?

Answer guidance: Most sunlight is near the surface, faint sunlight reaches the twilight zone and no sunlight reaches the dark zone. Some animals can produce their own light. Less sunlight reaches deeper water. An animal’s own light is a different source; this paper model is not an experiment about exact ocean depth.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/ocean-light-zones>

Related story: Gina and the Light Chase — Continue with Gina’s curiosity about light and shadows.

Our discovery record

Use words, marks, a drawing or an adult's notes. Keep this page with you; nothing needs to be uploaded.

Date / time (if useful): _____

My question or idea

What I noticed

What I think now

What I want to explore next

Stories to continue together: <https://kiddos.ai/books>

Kiddos Books on the App Store: <https://apps.apple.com/app/id6720721998>

Explore the available physical books: <https://www.amazon.com/author/kiddos-books>