

A connected planet and everyday places

Connect the wider planet with everyday places. Find the Equator, compare weather with long-term records, cross a gap, visit growing places and give a pretend community a shared destination. Use one reference at a time, returning to the child's map or spoken journey as the connections grow.

Use the collection as a journey

Our planet

Move from a street to Earth, name its land and water, locate its hemispheres, then compare a weather observation with long-term patterns.

Land and water

Follow landscapes from landforms and rivers to coasts, then notice growing places and their connections with communities.

Find a way

Turn a place into a map, add directions, notice natural and built features, then connect settlements with routes and crossings.

Tell a journey

Choose a landmark or shared destination. Tell the route and include one way to care for the place.

A small, connected outcome

Keep the child's pretend-place map. Across the new lessons, add a crossing, a growing place and a shared destination. Use the globe to talk about the wider planet and a separate weather record to practice observation. Finish by telling a route through the place. A spoken story or an adult drawing at the child's direction works too.

Start with one observation, introduce a few words, then return another day. The questions are invitations to talk, not a quiz. No purchase, photograph, personal address or trip is needed.

Ages 4–8 with an adult. Five accepted additions to the twenty-poster collection. Public lesson URLs have not been verified live.

Print posters at A3 landscape. The 4961 × 3508 exports enlarge 3424 × 2416 native raster art; enlargement adds no native detail. The guide is a lower-ink companion, not a replacement wall poster. No physical paper proof has been performed.

The Equator and the Poles

Begin with the globe, then find the thin line around its middle. Let your child trace one half of Earth before introducing the word hemisphere. Compare this globe with the accepted continents and oceans posters.

What does the Equator help us describe?

It divides Earth into a northern half and a southern half. Each half is called a hemisphere.

Where are the two geographic poles in this picture?

The North Pole is at the top of this upright globe and the South Pole at the bottom. They are opposite ends of Earth's north-south rotation axis.

Would a traveler find a gold stripe running all the way around Earth?

No. The Equator is an imaginary line used to describe locations. The gold line makes that idea visible on this globe.

A helpful clarification

These are geographic poles, not magnetic poles. A globe can be tilted without changing which pole is north. The upright teaching view does not explain seasons or Earth's tilt. A hemisphere is half a sphere; this poster shows the northern and southern pair.

Return another day

Return to the continents poster. Find Africa and compare the land on either side of the Equator using this globe.

A story connection

Olivia and Doudou explore places together in their travel books. This new teaching globe connects that curiosity to the wider planet; it is not a newly claimed book scene.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Locate the geographic poles and Equator, and distinguish the two hemispheres.

Words to use: Equator, geographic pole, hemisphere, north, south

1. Look together and name one visible detail before introducing new words.
2. Use the three prompts to connect the pictured evidence with the lesson.
3. Try the optional drawing or pointing activity, then invite the child to explain one connection.

Make a two-hemisphere picture

Materials: Paper and crayons; an optional large globe already available at home or school.

1. Draw a large circle to represent a view of Earth. Draw a line across its middle for the Equator.
2. Point to the northern half, the southern half and the two poles. An adult can write the names.
3. Add a pretend journey that crosses the Equator and describe how its hemisphere changes.

Adult role: Keep this a drawing or pointing activity. No travel, purchase, personal location or small model pieces are needed.

Ages 4–5: Point to the middle line and choose the half above or below it when named.

Ages 6–8: Explain why the line is imaginary and describe a pretend journey between the two hemispheres.

Participation: Say the positional words aloud and trace slowly. Offer a raised-line paper circle if useful; north and south do not depend on seeing different colors.

Look for: The child identifies the Equator and one hemisphere, using pointing, words or an adult-supported drawing.

Factual references (click in the PDF): Equator

Weather and Climate

Compare the two pictures of the same park. Ask what changed, then look at the shelf of records. The pictures show separate weather observations; the books represent information gathered over many years.

What changed between the two park pictures?

One shows sunshine and the other rain. The bench, tree and path help us recognize the same place.

Would one rainy day tell us a place's climate?

No. Climate describes weather patterns over many years. One day is a weather observation, not enough to describe the long-term pattern.

Why might someone keep weather records?

Many observations help people compare patterns across time. Climate summaries commonly use periods of 30 years or more; a child does not need to memorize that number.

A helpful clarification

Weather includes more than rain and sunshine: air temperature and wind matter too. The pictured symbols are an illustration, not measured data. A few days or one year do not establish climate, and climate is not a promise of the same weather every day.

Return another day

Look at Homes and Their Surroundings. Which pictured feature could offer shade or help rainwater run down?

A story connection

Weather can change what a traveler notices about a place. Connect this new reference to Olivia and Doudou's curiosity in their Paris book, without inventing a weather event from its story.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Distinguish a day's weather from weather patterns studied across many years.

Words to use: weather, climate, observation, record, pattern

1. Look together and name one visible detail before introducing new words.
2. Use the three prompts to connect the pictured evidence with the lesson.
3. Try the optional drawing or pointing activity, then invite the child to explain one connection.

Start a tiny weather record

Materials: Paper and crayons; a safe indoor view or an adult's description.

1. Choose a time to notice the weather together from indoors. Draw a simple symbol and ask an adult to add the date.
2. Return on another day and add a new observation. It is fine if the weather is the same.
3. Compare the two observations and say, "These are weather records. We would need many years to study climate."

Adult role: Observe from indoors without opening or leaning from a window. Do not go outside to test rain, storms, heat or cold. An adult can supply observations if the view is inaccessible.

Ages 4–5: Compare sunshine and rain in two pictures of the same place.

Ages 6–8: Explain why a two-day record shows weather observations but cannot establish a climate pattern.

Participation: Describe each picture aloud and accept spoken or tactile symbols. Use the displayed pictures if observing outdoors is not possible.

Look for: The child distinguishes a current observation from a pattern studied over many years.

Factual references (click in the PDF): Weather Climate

Bridges Connect Places

Follow each crossing from one bank to the other. Then look below or above the deck to find what supports it. The three examples compare bridge forms; they do not map one real place.

What is the deck of a bridge?

The part carrying the crossing route. In these examples, it runs from one side of the gap to the other.

Where is the curved support on the arch bridge?

The curved arch is below the crossing. Point to its curve and the places where it meets the banks.

How is the suspension bridge different from the beam bridge?

The suspension bridge has large hanging main cables and vertical hangers connected to the deck. The beam bridge's straight beam supports its deck from below.

A helpful clarification

Real bridges can combine structural forms. These examples show one useful distinction, not every bridge type. A suspension bridge has sagging main cables and hangers; a cable-stayed bridge has cables extending directly from towers toward the deck. This is observation, not engineering or construction guidance.

Return another day

Find the Golden Gate Bridge on World Landmarks. Which bridge form does its cable arrangement resemble?

A story connection

Olivia and Doudou's San Francisco book and the accepted landmarks poster provide a story connection to the Golden Gate Bridge. The three bridge studies here are new teaching illustrations.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Recognize three bridge forms and identify a visible part that supports each crossing.

Words to use: bridge, deck, beam, arch, cable, support

1. Look together and name one visible detail before introducing new words.
2. Use the three prompts to connect the pictured evidence with the lesson.
3. Try the optional drawing or pointing activity, then invite the child to explain one connection.

Add a crossing to a pretend map

Materials: Paper and crayons.

1. Draw a river or another gap between two places on a made-up map.
2. Draw a bridge connecting a route on both sides. Choose one of the pictured forms for a side-view sketch beside the map.
3. Explain how the crossing changes the traveler's route and point to its support in the side view.

Adult role: Use drawings only. Do not climb on bridges, enter roads or construction sites, test structures, or build something to stand on. No outing is needed.

Ages 4–5: Match the curved arch or hanging cables to the corresponding large picture.

Ages 6–8: Compare the support arrangements and explain how a crossing connects routes on two sides.

Participation: Offer one enlarged bridge at a time. Trace its support with a finger or describe the curve aloud; allow the child to direct an adult's drawing.

Look for: The child identifies a visible support and connects the crossing to a route across a gap.

Factual references (click in the PDF): Bridges

Fields, Orchards and Gardens

Follow the path through the growing places. Name the pictured crop, then look closely at where its edible part grows. This is a geography conversation about food-growing landscapes, with three examples rather than a complete food map.

What crop grows in the field here?

Wheat. Its grain develops in the heads at the tops of the stems. The poster calls it a grain crop.

What makes this an apple orchard?

Several apple trees grow together. The apples are attached to branches above the ground.

Which part of the carrot is under the soil?

The orange root. Its green leaves grow above the soil. The cutaway helps us see a part usually hidden underground.

A helpful clarification

Gardens, fields and orchards can grow different crops in different places. These are examples, not a rule that every crop grows everywhere. Not all food comes from plants. Children should not taste plants or pick crops without a knowledgeable adult's permission.

Return another day

Return to Cities, Towns, Villages & Countryside. Where might a growing place connect with a settlement?

A story connection

The travel books invite Olivia and Doudou to notice their surroundings. This new countryside scene broadens that habit to growing places; it is not presented as a page from a book.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Match wheat, apples and carrots to three pictured growing places.

Words to use: crop, grain, field, orchard, root, soil

1. Look together and name one visible detail before introducing new words.
2. Use the three prompts to connect the pictured evidence with the lesson.
3. Try the optional drawing or pointing activity, then invite the child to explain one connection.

Connect a growing place to a community

Materials: Paper and crayons, or the child's pretend-place map.

1. Choose wheat, apples or carrots and draw a place where the pictured crop grows.
2. Add a route between that place and a pretend community.
3. Tell how people could move the crop along the route. Keep this a pretend journey, without needing to handle real food.

Adult role: No tasting, harvesting, tools or farm visit are required. For a real visit, follow the grower's rules and stay with the grown-up on permitted paths.

Ages 4–5: Match apples to a tree and carrots to the soil cutaway.

Ages 6–8: Compare above-ground and below-ground edible parts, then explain a route between a growing place and a community.

Participation: Use enlarged crop details and spoken descriptions. Children may point or choose a picture; no food handling or personal dietary disclosure is needed.

Look for: The child matches at least two crops with the growing places or positions shown and describes one connection.

Factual references (click in the PDF): Food Growing · Carrots · Apples

Places We Share

Choose one of the three places and notice what people can do there. Follow the walking route to another destination. Compare the picture with a place the child knows, or use an entirely pretend community.

What might someone do in this library?

Read or find information. Libraries can offer other services too; this picture shows books and people reading.

How is the park different from the museum here?

The park offers outdoor space for play, rest and nature. The museum displays objects that people can explore to learn their stories.

How do the paths help connect these places?

They show routes between the shared destinations. A child can trace a pretend journey from one to another.

A helpful clarification

Communities differ, and not every neighborhood has all three places. Opening times, access and costs vary; do not assume every place is always open or free. “Shared” means people use these places in community, with the local rules and access arrangements that apply.

Return another day

Return to Sharing and Caring for Places. Which care choice could fit the shared place you drew?

A story connection

Olivia and Doudou’s city travels encourage close looking at places and people. This new neighborhood square connects that curiosity with everyday community destinations, without claiming a new canonical location.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Connect three shared places with a use and explain how they fit into a community.

Words to use: community, library, park, museum, route, shared

1. Look together and name one visible detail before introducing new words.
2. Use the three prompts to connect the pictured evidence with the lesson.
3. Try the optional drawing or pointing activity, then invite the child to explain one connection.

Give your pretend place a shared destination

Materials: Paper and crayons, or the child's pretend-place map.

1. Choose a library, park or museum for your invented community. Draw a simple symbol for it.
2. Connect it to another place with a path and explain what a visitor might do there.
3. Add one thoughtful choice for sharing the place, such as giving another visitor space.

Adult role: A real visit is optional. An adult checks access and local rules and stays with the child. No home address, photograph, public submission or purchase is needed.

Ages 4–5: Match one pictured place with reading, outdoor rest or looking at displayed objects.

Ages 6–8: Explain two different purposes and connect them with a route and a shared-use choice.

Participation: Accept invented places and avoid assumptions about prior museum or library visits. Describe activities aloud and allow pointing, eye gaze or adult-supported drawing.

Look for: The child links a place with a plausible use and describes a connection to another place.

Factual references (click in the PDF): [Library](#) · [Museum](#) · [Parks](#)