Five more ways to understand a place

See a place from more than one view. Connect its land and water. Notice how people live there, then decide how to share and care for it. These five references extend the existing four-chapter journey; use one at a time, in any order that fits the child’s curiosity.

Use the collection as a journey

Our planet
Move from the child’s street to Earth, then connect the land regions with the ocean around them.

Land and water
Follow a landscape from landforms through a river to the coast. Revisit oceans at the river’s destination.

Find a way
Turn a place into a map, add directions, notice natural and built features, and connect where people live with ways to travel.

Tell a journey
Choose a landmark or pretend 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 symbol, a connection, a home feature and one care choice. 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 additions to Our Wonderful World. 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.

One Place, Three Views

Look at the pavilion, tree and pond with your child. Follow one feature through the three pictures before naming all the viewpoints. Olivia and Doudou are looking at a model of the same place.

What stays the same in the three pictures?
The pavilion is on the left, the tree is at the back/right, and the pond is at the front/right. Their appearance changes with the view; they still represent the same features.

What can you see more clearly from above?
The roof, the top of the tree and where the pond sits in relation to them. An answer based on a visible detail is enough.

How does the map show the pond?
With a simple blue oval. A symbol stands for a feature; it need not show every detail.

A helpful clarification

A side view may show fronts, sides or backs. This plan map simplifies a view from above; not every kind of map looks like an overhead photograph. The framed pictures use illustration and simplified symbols, not a measured survey.

Return another day

Change one object’s position. Which part of your map needs to change?

A story connection

In Olivia and Doudou in Paris, the pair discover real places together. Use that familiar curiosity to compare a place with its picture; this museum model is a new teaching scene, not a page from the book.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Match three features across a side view, a directly overhead view and a simple map of the same place.

Words to use: view, above, position, symbol, pavilion

1. Look together and invite one observation before introducing the vocabulary.

2. Use the three discussion prompts, following the picture rather than expecting memorized definitions.

3. Try the optional drawing or matching activity, then ask the child to explain one choice.

Make a place, then map it

Materials: Paper, crayons and three large household objects, such as a tissue box, cushion and folded towel.

1. With an adult, arrange the three objects on the floor with space between them. Choose what each one represents.

2. Look across them while seated. Then stand on the floor and look down; leave the objects in place.

3. Draw three simple shapes in matching positions. Explain which object each shape represents.

Adult role: Keep everything on the floor; no climbing onto furniture. An adult can draw while the child points or directs. Use objects too large to swallow.

Ages 4–5: Match the pond across two pictures; accept pointing or eye gaze.
Ages 6–8: Explain what changes and what stays fixed, then add a three-symbol key to a new map.

Participation: Bring separate enlarged views close to the child. Describe left/right and back/front aloud; offer tactile household shapes without requiring a raised viewpoint.

Look for: The child matches at least two features across the pictures and explains one map symbol using speech, pointing or drawing.

Factual references (click in the PDF): Early Maps · Geography

Our Five Oceans

Start with the blue water. Trace a route between two named oceans with your finger, staying over water. Then compare this poster with Our Seven Continents: one names water regions, the other large land regions.

Why are there two Pacific Ocean labels?
This flat map is cut through the Pacific. The left and right edges join on a globe, so both labels name the same ocean.

Which ocean is between Africa and Australia?
The Indian Ocean. Help your child find the land shapes first, using the continents poster if needed.

Are walls separating the five oceans?
No. Their waters connect. The names help us talk about different regions of one global ocean.

A helpful clarification

Five ocean names are a widely used convention. The map edges and regional names are not physical barriers. A flat map changes shapes and sizes; use a globe if available, without needing to buy one.

Return another day

Cover one ocean name. Can your child locate it by describing the land beside it?

A story connection

Olivia and Doudou’s San Francisco book offers a story connection to the Pacific coast. Keep the book’s actual setting distinct from this whole-world reference.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Locate five named ocean regions and explain that their waters connect.

Words to use: ocean, connected, region, globe, continent

1. Look together and invite one observation before introducing the vocabulary.
2. Use the three discussion prompts, following the picture rather than expecting memorized definitions.
3. Try the optional drawing or matching activity, then ask the child to explain one choice.

Follow the connected water

Materials: The poster and, optionally, the Seven Continents poster or a globe.

1. Find Antarctica at the bottom and the Southern Ocean around it.
2. Trace through water from the Southern Ocean into the Atlantic, Indian and Pacific oceans.
3. Find the two Pacific labels. Imagine bringing the map's left and right edges together.

Adult role: A finger trace or spoken route is enough. Do not cut or fold the poster; no water experiment or travel is required.

Ages 4–5: Find land and water, then match two ocean names read aloud by an adult.
Ages 6–8: Locate all five named regions and explain the repeated Pacific label.

Participation: Read names aloud and allow the child to point. Use enlarged sections while retaining a whole-map view; describe land shapes without relying on color alone.

Look for: The child identifies one named ocean and explains, in their own way, that the waters join.

Factual references (click in the PDF): Oceans · Ocean Size

Cities, Towns, Villages & Countryside

Choose two parts of the landscape and compare what you can actually see: buildings, streets, shared spaces, fields or trees. Use the labels after your child has noticed a difference.

What looks different between the city and the village here?
The pictured city has more buildings close together; the pictured village is a smaller cluster. Children may also notice roads or open spaces.

Is the countryside empty of people?
No. People live and work there too. This picture includes farms and connections between settlements.

How could these places be connected?
The roads link places. People may travel between them for family, work, shops or other activities; those possible journeys are discussion ideas, not all shown in the picture.

A helpful clarification

A settlement is a place where people live together. City, town and village classifications vary by country; these illustrations are examples, not universal population rules. Cities have green spaces too, and countryside can include villages. No kind of home or community is better than another.

Return another day

Return to Nature and People. Which features on your map were built by people, and which are natural?

A story connection

Olivia and Doudou visit cities in their Paris, San Francisco and Venice books. This new landscape broadens that idea to other settlement patterns; it is not a map of one of those cities.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Compare visible settlement patterns and describe a connection between built places and surrounding countryside.

Words to use: settlement, city, town, village, countryside

1. Look together and invite one observation before introducing the vocabulary.

2. Use the three discussion prompts, following the picture rather than expecting memorized definitions.

3. Try the optional drawing or matching activity, then ask the child to explain one choice.

Connect two places on a pretend map

Materials: Paper and crayons.

1. Draw two different clusters of buildings and some open land.

2. Add a road or path that connects the clusters. Choose a shared place, such as a library or park.

3. Tell a short journey along your route and explain what the traveler passes.

Adult role: Use a made-up place. Children do not need to share their address, photograph their home or compare family possessions.

Ages 4–5: Compare two clusters using more/fewer and close together/spread out.
Ages 6–8: Explain a connection between a settlement and surrounding land without treating the labels as exact size thresholds.

Participation: Offer two enlarged scenes at a time, a spoken description or large tactile blocks. Accept invented places and avoid assumptions about travel or housing experience.

Look for: The child names a visible difference and describes a plausible connection between two places.

Factual references (click in the PDF): Geography · Settlements

Homes and Their Surroundings

Look closely at one model house. Follow the sunlight or rain with your finger and talk about what the building feature does. The poster compares useful features, rather than sorting people or countries into house types.

What is making shade over this window?
The overhang projects out above it and blocks some sunlight. Whether it shades the window depends on where the sun is.

Which way does the rainwater go on the sloping roof?
Down the roof toward the edges. A roof also needs suitable materials and drainage; a slope alone is not a promise that a home stays dry.

What makes the third home's floor raised?
Its living floor is above the ground on supports. Point to the space beneath it and the stairs leading up.

A helpful clarification

One home can have all three features. Many kinds of homes work in many places; weather is only one influence on building design. Raised floors do not guarantee flood safety. These are model examples, not building instructions.

Return another day

Look again: could one of the houses have both an overhang and a sloping roof?

A story connection

Olivia and Doudou notice buildings on their travels. This model workshop extends that habit of close looking; it is a new teaching scene rather than an invented episode from a shipping book.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Explain one visible relationship between a home feature and its surroundings, without assigning one house type to an entire country.

Words to use: overhang, shade, slope, floor, support

1. Look together and invite one observation before introducing the vocabulary.

2. Use the three discussion prompts, following the picture rather than expecting memorized definitions.

3. Try the optional drawing or matching activity, then ask the child to explain one choice.

Give a pretend home one useful feature

Materials: Paper and crayons.

1. Draw a pretend home beside something in its surroundings, such as sunshine or a tree.

2. Add one feature from the poster and point to it.

3. Explain what that feature can do. Add a second feature if your child wants to continue.

Adult role: Keep this a drawing activity. Do not climb, enter building sites, test real roofs or construct raised structures. There is no need to draw or identify the family home.

Ages 4–5: Match one feature with its visible effect: overhang and shade, or roof and downward water.
Ages 6–8: Explain two features in one home and name a limit, such as changing sun position.

Participation: Describe the shadows and supports aloud; let children point, choose between two features or direct an adult’s drawing. Avoid asking children to discuss their own housing.

Look for: The child identifies one feature and explains its visible function without making a country-wide or safety guarantee.

Factual references (click in the PDF): Housing Climate · Home Cooling · Roofs

Sharing and Caring for Places

Notice the space between people, plants and birds. Talk about one small choice an adult and child can make together when visiting a place, without making the child responsible for everyone else's behavior.

How does the path help the plants?
People can walk on it without stepping on the plants beside it, leaving room for them to grow.

Why are the visitors staying away from the birds?
Space lets the birds feed and rest without people approaching or disturbing them. We watch rather than feed or touch wildlife.

What happens to our own snack wrapper after a picnic?
We keep it in our bag or container and take it to an appropriate bin or home with the grown-up. Children do not need to pick up unfamiliar rubbish.

A helpful clarification

Rubbish means trash. Caring is a shared adult-and-child practice, not a test of being a good child. Follow local signs and access rules. An adult handles unknown litter; children can tell a grown-up if they notice it.

Return another day

Before another outing, choose one shared care habit. Afterwards, talk about what you noticed without scoring or blaming.

A story connection

Olivia and Doudou's travel curiosity becomes a calm closing question in the adult guide: how can we enjoy a place while giving other living things space? This is a new geography scene, not a claim about a particular book page.

Notice, explain, connect

Time: 10–15 minutes · **Objective:** Explain how one visible visitor choice helps plants, wildlife or a shared place.

Words to use: path, wildlife, distance, rubbish, shared place

1. Look together and invite one observation before introducing the vocabulary.

2. Use the three discussion prompts, following the picture rather than expecting memorized definitions.

3. Try the optional drawing or matching activity, then ask the child to explain one choice.

Add one care choice to your map

Materials: Your pretend-place map, or a fresh sheet of paper and crayons.

1. Choose a place that visitors and wildlife might share.

2. Add a path or viewing place with space around plants or animals.

3. Draw a bag for taking your own rubbish away and explain one choice that helps the place.

Adult role: The drawing can stay indoors. For a real visit, an adult chooses the route, stays nearby and handles waste. Avoid nests, feeding wildlife or collecting found litter.

Ages 4–5: Point to the path or distant birds and describe one helpful choice.
Ages 6–8: Explain the link between a choice and its effect, then apply it to a different place.

Participation: Use a familiar accessible park or an imagined place. Pointing, drawing and spoken plans all count; a physical outing is optional.

Look for: The child connects one practical choice with plants, animals or keeping a shared place pleasant.

Factual references (click in the PDF): Care