

Olivia the Globetrotter · Parent & teacher companion

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

From Our Street to Our Planet

Which picture shows a larger area: the street or the city?

Learning aim: Use one example to distinguish city, country, continent and planet.

A five-minute conversation

Follow the pictures outward from a public street in Paris. Pause at each label and notice how much more of the world the next view shows.

Start here: Read labels and let children follow the arrows; focus on small place versus larger place.

Explore further: Explain the different map scales and the mainland-France example without equating Europe with the EU.

Which picture shows a larger area: the street or the city?

Answer cue: The city view includes a much larger area. The pictures use different scales; they are not objects placed inside physical layers of Earth.

Which country and continent is Paris in?

Answer cue: Paris is a city in France, in Europe. Pointing to the labels is a useful first answer.

What is the name of the planet all these places belong to?

Answer cue: Earth. It is our shared home planet.

Keep the idea clear

This is one example using Paris, not Olivia's established home or every child's location. The France map shows mainland France; France also has overseas areas. Europe is a continent, not the same thing as the European Union. Neighborhood boundaries vary and streets can cross them.

Try: Tell a zoom-out story

Materials: No materials required; paper is optional.

1. Choose a public example, such as the pictured Paris street.
2. Say or point: street, neighborhood, city, country, continent, planet.
3. Name another city or town you have heard of. It is fine not to know every larger place yet; look together in an atlas later.

What this can show: Can the child distinguish France from Europe and connect Paris to both? No private address or travel experience is needed. Treat the sequence as an example, not a test of where the child lives.

Return to it: Return from Earth to Paris. Which picture would you choose to see one street more closely?

From Our Street to Our Planet · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. No materials required; paper is optional.

Words to explore

street — A road with buildings along it.

neighborhood — An area within a town or city.

city — A large place where people live and work.

country — An area with its own government.

continent — One of the large land regions of Earth.

planet — A large, round world that travels around a star.

3 min · Notice: Sequence: point along the six views from street to Earth.

4 min · Compare: Name: identify Paris as city, France as country and Europe as continent.

8 min · Try together: Choose a public example, such as the pictured Paris street. Say or point: street, neighborhood, city, country, continent, planet. Name another city or town you have heard of. It is fine not to know every larger place yet; look together in an atlas later.

5 min · Explain: Compare: ask which adjacent view includes a larger area.

Understanding check: Can the child distinguish France from Europe and connect Paris to both?

Answer guidance: The city view includes a much larger area. The pictures use different scales; they are not objects placed inside physical layers of Earth. Paris is a city in France, in Europe. Pointing to the labels is a useful first answer. Earth. It is our shared home planet.

Read the ordered labels aloud and provide an oral sequence for children who find inset maps hard to scan.

A response to keep

Draw or describe a place from the poster. It can be the public street, the city or Earth.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/street-to-planet>

Related story: Olivia and Doudou in Paris — Olivia and Doudou in Paris supplies the familiar destination. The zoom-out sequence adds geographic context rather than asserting a home address or new story event.

Our Seven Continents

Can you find Africa and South America? What is between them?

Learning aim: Name or locate continents and compare their positions on a world map.

A five-minute conversation

Find a familiar land shape with Olivia, then read its name. Let your child choose a second continent to locate.

Start here: Offer two names and help find their labels.

Explore further: Discuss why Europe and Asia can have different names while still touching.

Can you find Africa and South America? What is between them?

Answer cue: Ocean water separates them. It is the Atlantic Ocean; naming it is an optional extension because the poster does not label oceans.

Can you find Europe and Asia? Is there an ocean between them?

Answer cue: Europe and Asia touch. Their different names do not mean an ocean separates them. Help your child follow the boundary between them.

Can you find the continent that stretches along the bottom of this map?

Answer cue: Antarctica. It surrounds the South Pole. Pointing is enough before remembering the name.

Keep the idea clear

This uses the seven-continent convention common in US and UK teaching. Other curricula group continents differently or use regional names such as Oceania. Continents are not countries. Europe and Asia share one connected landmass. A flat map changes shapes and apparent sizes; Antarctica is not a straight strip in the real world. The seven labels name the continents. Some nearby islands are shown in a neutral color without a continent assignment. Australia and many neighboring Pacific islands belong to the wider region of Oceania.

Try: Draw a land-and-water clue

Materials: Paper and a pencil or crayon, or use pointing and spoken descriptions.

1. Draw two large land shapes with water between them.
2. Point to the water, then find a similar separation on the poster.
3. Explain that your drawing is a simple model; use the poster, not the drawing, to find the named continents.

What this can show: Can the child locate two named continents and indicate the water between Africa and South America? Stay together and use the picture or an indoor drawing. No trip, purchase, cutting, water access or real address is needed.

Return to it: Find Europe again. Is it separated from Asia by an ocean? Show how you know.

Our Seven Continents · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon, or use pointing and spoken descriptions.

Words to explore

continent — One of the large land regions of Earth.

seven continents — The seven names used in this collection are North America, South America, Europe, Africa, Asia, Australia and Antarctica.

3 min · Notice: Look together: Find a familiar land shape with Olivia, then read its name. Let your child choose a second continent to locate.

4 min · Compare: Discuss: read one question and invite children to point to the evidence.

8 min · Try together: Draw two large land shapes with water between them. Point to the water, then find a similar separation on the poster. Explain that your drawing is a simple model; use the poster, not the drawing, to find the named continents.

5 min · Explain: Try and explain: Draw two large land shapes with water between them. Point to the water, then find a similar separation on the poster. Explain that your drawing is a simple model; use the poster, not the drawing, to find the named continents.

Understanding check: Can the child locate two named continents and indicate the water between Africa and South America?

Answer guidance: Ocean water separates them. It is the Atlantic Ocean; naming it is an optional extension because the poster does not label oceans. Europe and Asia touch. Their different names do not mean an ocean separates them. Help your child follow the boundary between them. Antarctica. It surrounds the South Pole. Pointing is enough before remembering the name.

Read labels aloud and describe shape and position. Accept speech, signing, pointing or eye gaze; do not rely only on color.

A response to keep

Use notebook page 2 to invent two land shapes with water between them. Keep your drawing separate from the real world map.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/seven-continents>

Related story: Olivia and Doudou in Paris — Olivia and Doudou in Paris is set in Europe; Olivia and Doudou in San Francisco is set in North America. These real book destinations offer two starting points for a wider map.

Mountains, Valleys, Plains & More

Which two landforms look flat? How are they different?

Learning aim: Identify and compare landforms by their shape and position.

A five-minute conversation

Look across the landscape with Olivia. Ask your child to choose a shape that catches their eye, then read its label together.

Start here: Offer two pictured choices and read the definitions aloud.

Explore further: Ask why a plain and plateau can both be flat but are different landforms.

Which two landforms look flat? How are they different?

Answer cue: The plain and plateau both have broad, mostly flat surfaces. The plateau is raised above the land around it. Accept pointing and 'this one is higher.'

Where is the valley? What is on either side?

Answer cue: The valley is the low land between the mountain slopes; the river follows its low floor in this illustration.

What makes this piece of land an island?

Answer cue: Water goes all the way around it. Trace its shore with a finger or gaze.

Keep the idea clear

Real mountains, hills and valleys have many shapes. Snow or a pointed top is not required for a mountain, and there is no single worldwide height boundary between a hill and a mountain. This picture combines examples; it is not a real travel map.

Try: Make two land shapes

Materials: A sheet of scrap paper, or just your hands.

1. Fold or gently scrunch paper into a raised shape, or show one with your hand.
2. Keep another part flat. Decide which part could stand for a hill or plain.
3. Explain one difference. This is a simple model, not an exact-sized landscape.

What this can show: Can the child indicate the plateau's raised flat top and identify water around the island? Accept gestures before technical terms. Share the looking and vocabulary. No trip, cutting or materials purchase is needed.

Return to it: Compare a plain and a plateau: both can be flat, so what else must you notice?

Mountains, Valleys, Plains & More · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. A sheet of scrap paper, or just your hands.

Words to explore

mountain — Land that rises high above the land around it.

hill — Raised land, usually lower than a mountain.

valley — Low land between hills or mountains.

plain — A wide area of mostly flat land.

plateau — Broad, high land with a mostly flat top.

island — Land with water all around it.

3 min · Notice: Notice: allow one minute for silent looking or pointing.

4 min · Compare: Compare: read plain and plateau, and invite children to show how they differ.

8 min · Try together: Fold or gently scrunch paper into a raised shape, or show one with your hand. Keep another part flat. Decide which part could stand for a hill or plain. Explain one difference. This is a simple model, not an exact-sized landscape.

5 min · Explain: Explain: children select two landforms and give one pictured difference.

Understanding check: Can the child indicate the plateau's raised flat top and identify water around the island? Accept gestures before technical terms.

Answer guidance: The plain and plateau both have broad, mostly flat surfaces. The plateau is raised above the land around it. Accept pointing and 'this one is higher.' The valley is the low land between the mountain slopes; the river follows its low floor in this illustration. Water goes all the way around it. Trace its shore with a finger or gaze.

Describe the position and shape, not only its color; children may point, sign, speak or use eye gaze.

A response to keep

On notebook page 4, sketch or name one landform you want to remember.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/landforms>

Related story: Olivia the Globetrotter stories — Olivia's travel stories invite close looking at a place. This invented teaching landscape adds geography vocabulary; it is not a scene from a particular book.

A River's Journey

Which way does the water go? What helps you tell?

Learning aim: Trace downstream flow and distinguish source, tributary, bank, meander and mouth.

A five-minute conversation

Begin where the river starts. Move a finger or your gaze slowly along the water, letting your child choose where to pause.

Start here: Use 'begins,' 'joins' and 'bend' before introducing the formal words.

Explore further: Ask where a river mouth could be besides the sea, and why downhill does not mean south.

Which way does the water go? What helps you tell?

Answer cue: It travels downhill from the source toward the mouth. Follow the downstream arrows and the descending landscape.

What happens where the smaller stream meets the river?

Answer cue: The tributary joins the main river. Their water continues downstream together.

Can you find a bend and the land beside the water?

Answer cue: A bend is a meander. The land along a river's side is its bank, not the water itself.

Keep the idea clear

This example reaches the sea. Other rivers flow into lakes or other rivers. Rivers may be fed by rain, melting snow and groundwater, and flowing downhill does not mean always flowing south.

Try: Draw a joining river

Materials: Paper and a pencil or crayon.

1. Draw one winding river from high land to a lake or sea.
2. Add a smaller stream joining its side.
3. Add arrows showing the two streams joining and continuing downstream.

What this can show: Can the child show a joining tributary without tracing away from the main river? Use a drawing indoors; this activity does not require visiting water. If your family later visits water, an adult chooses a safe viewpoint and stays with the child.

Return to it: Point to the bank, then the water. Which one is land?

A River's Journey · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon.

Words to explore

source — Where a river begins.

tributary — A stream or river that joins a larger one.

bank — The land along the side of a river.

meander — A bend in a river.

mouth — Where a river flows into another river, a lake or the sea.

3 min · Notice: Trace: follow the main river from its source to the sea.

4 min · Compare: Join: trace the tributary to its meeting point, then continue along the main river.

8 min · Try together: Draw one winding river from high land to a lake or sea. Add a smaller stream joining its side. Add arrows showing the two streams joining and continuing downstream.

5 min · Explain: Explain: invite children to describe one bend or one bank.

Understanding check: Can the child show a joining tributary without tracing away from the main river?

Answer guidance: It travels downhill from the source toward the mouth. Follow the downstream arrows and the descending landscape. The tributary joins the main river. Their water continues downstream together. A bend is a meander. The land along a river's side is its bank, not the water itself.

Use verbal path descriptions and a shared large print; tracing with gaze is as valid as moving a hand.

A response to keep

On notebook page 4, draw a river flowing from higher land to the sea, with a smaller stream joining it. Add a downstream arrow.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/river-journey>

Related story: Olivia the Globetrotter stories — In Olivia and Doudou in Paris, a boat trip introduces the Seine. This poster is an invented example river, not a map of the Seine or its source.

Where Land Meets the Sea

Which land has water all the way around it?

Learning aim: Distinguish an island and peninsula, and identify a bay and a strait from land-water relationships.

A five-minute conversation

Trace one coastline slowly. Notice when water surrounds land and when land remains connected.

Start here: Begin with island versus connected land; add bay and strait later.

Explore further: Explain how a strait connects larger waters while a peninsula connects to land.

Which land has water all the way around it?

Answer cue: The island. Follow its complete shore without finding a land connection.

How is the peninsula different from the island?

Answer cue: It is still joined to the mainland, while water reaches around most of it.

Which label names narrow water, rather than land?

Answer cue: Strait. The narrow passage connects the larger water areas on its two sides. The bay is water curving into the land.

Keep the idea clear

The museum relief is a model, not a real coast or walking route. A bay can open into a sea or a lake. A strait is water; a peninsula is land. Do not infer depth, safe swimming or scale from the model.

Try: Draw two different shores

Materials: Paper and a pencil or crayon, or use pointing and spoken descriptions.

1. Draw an island with a complete ring of water around it.
2. Draw a second land shape still joined to a larger area of land.
3. Explain why the second one can be a peninsula and the first cannot.

What this can show: Can the child follow the island shore and identify the peninsula's land connection? Stay together and use the picture or an indoor drawing. No trip, purchase, cutting, water access or real address is needed.

Return to it: Cover the labels. Can you still explain which shape is an island and which is a peninsula?

Where Land Meets the Sea · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon, or use pointing and spoken descriptions.

Words to explore

bay — Water that curves into the land.

peninsula — Land mostly surrounded by water and joined to a larger land area.

island — Land with water all around it.

strait — A narrow stretch of water joining larger bodies of water.

3 min · Notice: Look together: Trace one coastline slowly. Notice when water surrounds land and when land remains connected.

4 min · Compare: Discuss: read one question and invite children to point to the evidence.

8 min · Try together: Draw an island with a complete ring of water around it. Draw a second land shape still joined to a larger area of land. Explain why the second one can be a peninsula and the first cannot.

5 min · Explain: Try and explain: Draw an island with a complete ring of water around it. Draw a second land shape still joined to a larger area of land. Explain why the second one can be a peninsula and the first cannot.

Understanding check: Can the child follow the island shore and identify the peninsula's land connection?

Answer guidance: The island. Follow its complete shore without finding a land connection. It is still joined to the mainland, while water reaches around most of it. Strait. The narrow passage connects the larger water areas on its two sides. The bay is water curving into the land.

Read labels aloud and describe shape and position. Accept speech, signing, pointing or eye gaze; do not rely only on color.

A response to keep

Return to notebook page 2. Trace water around an island. Add a peninsula that stays joined to a larger land shape.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/coast-shapes>

Related story: Olivia the Globetrotter stories — Olivia and Doudou in San Francisco introduces a coastal city and the Golden Gate Bridge. This separate model helps name land-water shapes without claiming to map San Francisco Bay.

Nature & People Shape Places

Which labeled feature carries the road across the river?

Learning aim: Compare natural and human-built landscape features and describe how one built feature relates to nature.

A five-minute conversation

Look out of the train window with Olivia. Choose one feature people built and one that forms in nature.

Start here: Offer river versus bridge as the first pair.

Explore further: Discuss how people can change a natural feature without making it cease to matter.

Which labeled feature carries the road across the river?

Answer cue: The bridge. People built it to span the water.

Which three labeled features belong to the nature group?

Answer cue: River, hill and woodland in this scene.

How do a natural feature and a built feature meet here?

Answer cue: The bridge crosses the river; the road connects to it. Accept another accurate relation supported by the picture.

Keep the idea clear

Natural and built features often interact. People can plant woodland, change river channels or reshape hills. This scene introduces a useful first comparison, not a claim that every tree or river is untouched by people. Both kinds of features deserve care.

Try: Add a bridge to a drawing

Materials: Paper and a pencil or crayon, or use pointing and spoken descriptions.

1. Draw a river and a few houses on opposite sides.
2. Add a bridge and a connecting road.
3. Point out what represents nature and what people would build, and explain why the bridge helps.

What this can show: Can the child identify one natural and one built feature and describe their relationship? Stay together and use the picture or an indoor drawing. No trip, purchase, cutting, water access or real address is needed.

Return to it: If the bridge were missing, what would someone need to cross the water?

Nature & People Shape Places · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon, or use pointing and spoken descriptions.

Words to explore

river — Water flowing along a channel across land.

hill — Raised land, usually lower than a mountain.

bridge — A structure that lets a route cross an obstacle such as water.

3 min · Notice: Look together: Look out of the train window with Olivia. Choose one feature people built and one that forms in nature.

4 min · Compare: Discuss: read one question and invite children to point to the evidence.

8 min · Try together: Draw a river and a few houses on opposite sides. Add a bridge and a connecting road. Point out what represents nature and what people would build, and explain why the bridge helps.

5 min · Explain: Try and explain: Draw a river and a few houses on opposite sides. Add a bridge and a connecting road. Point out what represents nature and what people would build, and explain why the bridge helps.

Understanding check: Can the child identify one natural and one built feature and describe their relationship?

Answer guidance: The bridge. People built it to span the water. River, hill and woodland in this scene. The bridge crosses the river; the road connects to it. Accept another accurate relation supported by the picture.

Read labels aloud and describe shape and position. Accept speech, signing, pointing or eye gaze; do not rely only on color.

A response to keep

On notebook page 5, help someone travel from START to the library on the other side. Draw a bridge or a ferry route.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/nature-and-people>

Related story: Olivia the Globetrotter stories — Olivia and Doudou in Paris and Olivia and Doudou in San Francisco invite children to notice rivers, bridges and buildings. This train-window valley is a new learning view, not a new canonical journey.

How to Read a Map

What does the title tell us?

Learning aim: Use a title, key and compass rose to interpret a simple map and follow a connected path.

A five-minute conversation

Pretend you and Olivia are reading this practice map together. Begin with its title, then choose one symbol in the key and find its match.

Start here: Offer one symbol at a time and trace together.

Explore further: Ask the child to describe the path with east/north as shown by this map's compass rose.

What does the title tell us?

Answer cue: The map shows an imaginary practice park. It is for learning, not a real walking route.

How does the key help you?

Answer cue: It explains what the tree, bridge and playground symbols mean. Find the same shapes on the map.

How can you go from the star to the playground without crossing through the water?

Answer cue: Follow the path from START across the bridge, then continue along the path to the playground. Use the actual map path; it is not a real-world navigation instruction.

Keep the idea clear

North points toward the top of this map because its compass rose says so. Not every map is drawn with north at the top. Symbols and keys can differ between maps.

Try: Make an imaginary park map

Materials: Paper and a pencil or crayon.

1. Draw a made-up park with a path and two features.
2. Choose a small symbol for each feature and repeat it in a key.
3. Invite someone to match the symbols and trace your path.

What this can show: Can the child use a key symbol correctly and keep the route on the pictured path? Keep the map imaginary or of a public example. Do not ask the child to record or share a home address, school location or personal route.

Return to it: Ask a partner to find a symbol using only your key. What could make the match clearer?

How to Read a Map · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon.

Words to explore

map — A drawing that shows where places and features are.

title — The name that tells what a map shows.

symbol — A small mark or picture that stands for something.

key — A guide that explains the symbols on a map.

north — A compass direction opposite south.

east — A compass direction opposite west.

south — A compass direction opposite north.

west — A compass direction opposite east.

3 min · Notice: Orient: read the map title and find north on its compass rose.

4 min · Compare: Match: compare each key symbol with the same symbol on the map.

8 min · Try together: Draw a made-up park with a path and two features. Choose a small symbol for each feature and repeat it in a key. Invite someone to match the symbols and trace your path.

5 min · Explain: Route: start at the star and follow the path across the bridge to the playground.

Understanding check: Can the child use a key symbol correctly and keep the route on the pictured path?

Answer guidance: The map shows an imaginary practice park. It is for learning, not a real walking route. It explains what the tree, bridge and playground symbols mean. Find the same shapes on the map. Follow the path from START across the bridge, then continue along the path to the playground. Use the actual map path; it is not a real-world navigation instruction.

Explain symbol shape and label together; color is additional information, not the only clue.

A response to keep

Try the three views on notebook page 3. Then choose symbols and meanings for your own key on page 6.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/read-a-map>

Related story: Olivia the Globetrotter stories — Olivia's books explore real places with Doudou. This imaginary park is a practice diagram, not an additional book destination.

North, South, East & West

What is east of the compass?

Learning aim: Use four compass directions to describe the positions of places from one clear reference point.

A five-minute conversation

Begin at the center of the compass rose. Follow one tip with your eyes before naming its direction.

Start here: Read one direction at a time; match it to a pictured object.

Explore further: Rotate the drawing and explain why the letter N still marks north in the drawing.

What is east of the compass?

Answer cue: The flowers are east, to the right of the compass on this picture.

Which direction takes you from the compass toward the tree?

Answer cue: North. Follow the north tip upward to the tree.

Which two directions are opposites?

Answer cue: North and south are opposites; east and west are opposites. Show a pair across the compass center.

Keep the idea clear

The picture is a practice garden, not a real navigation route. North is at the top here because the compass rose shows it. Turning yourself does not change north; left and right depend on which way you face. Map pages can also be rotated.

Try: Make a four-direction picture

Materials: Paper and a pencil or crayon, or use pointing and spoken descriptions.

1. Draw a cross and put N at the top, E at the right, S at the bottom and W at the left.
2. Choose a center and draw one simple place at each end.
3. Give a direction from the center and ask a partner to point to the matching place.

What this can show: Can the child identify the flowers as east from the compass center and show one opposite pair? Stay together and use the picture or an indoor drawing. No trip, purchase, cutting, water access or real address is needed.

Return to it: Turn the paper. The N still marks north on the drawing; is it still at the top of your view?

North, South, East & West · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon, or use pointing and spoken descriptions.

Words to explore

north — A compass direction opposite south.

east — A compass direction opposite west.

south — A compass direction opposite north.

west — A compass direction opposite east.

3 min · Notice: Look together: Begin at the center of the compass rose. Follow one tip with your eyes before naming its direction.

4 min · Compare: Discuss: read one question and invite children to point to the evidence.

8 min · Try together: Draw a cross and put N at the top, E at the right, S at the bottom and W at the left. Choose a center and draw one simple place at each end. Give a direction from the center and ask a partner to point to the matching place.

5 min · Explain: Try and explain: Draw a cross and put N at the top, E at the right, S at the bottom and W at the left. Choose a center and draw one simple place at each end. Give a direction from the center and ask a partner to point to the matching place.

Understanding check: Can the child identify the flowers as east from the compass center and show one opposite pair?

Answer guidance: The flowers are east, to the right of the compass on this picture. North. Follow the north tip upward to the tree. North and south are opposites; east and west are opposites. Show a pair across the compass center.

Read labels aloud and describe shape and position. Accept speech, signing, pointing or eye gaze; do not rely only on color.

A response to keep

Use page 6: point north from the center, then show the opposite direction. Add a matching north arrow to your map on page 7.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/four-directions>

Related story: Olivia the Globetrotter stories — Olivia's Paris and San Francisco stories celebrate noticing places. This invented garden extends that habit into direction language; it is not a location from a book.

Ways We Travel

Which vehicles travel on water?

Learning aim: Sort six familiar vehicles by the environment in which they travel and explain a choice.

A five-minute conversation

Choose one pictured vehicle and ask where it travels. Let the scene supply the answer.

Start here: Choose between two pictured vehicles.

Explore further: Describe a journey using two different transport environments.

Which vehicles travel on water?

Answer cue: The ferry and sailboat.

Which three vehicles travel on land?

Answer cue: The train, bus and bicycle. Trains use rails; buses and bicycles use suitable land routes.

What could carry people across this harbor without a bridge?

Answer cue: The ferry. A sailboat can also travel across water. Invite an explanation using the pictured water route.

Keep the idea clear

These groups describe ordinary travel. An airplane also rolls on the ground for takeoff and landing, and some special vehicles work in more than one environment. People also walk or use mobility aids; the six pictured vehicles are not every way to travel.

Try: Plan an imaginary two-part journey

Materials: Paper and a pencil or crayon, or use pointing and spoken descriptions.

1. Draw a simple home-to-harbor route and water to an island; do not use a real address.
2. Choose a land vehicle for the first part and a water vehicle for the crossing.
3. Explain why a land vehicle alone cannot complete this water crossing when there is no bridge.

What this can show: Can the child sort a land vehicle and a water vehicle and explain a reasonable water crossing? Stay together and use the picture or an indoor drawing. No trip, purchase, cutting, water access or real address is needed.

Return to it: If your route crosses water without a bridge, which part needs a different way to travel?

Ways We Travel · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil or crayon, or use pointing and spoken descriptions.

Words to explore

land — The solid ground of Earth.

water — The liquid in rivers, lakes and seas.

air — The gases around Earth.

vehicle — Something used to carry people or things.

3 min · Notice: Look together: Choose one pictured vehicle and ask where it travels. Let the scene supply the answer.

4 min · Compare: Discuss: read one question and invite children to point to the evidence.

8 min · Try together: Draw a simple home-to-harbor route and water to an island; do not use a real address. Choose a land vehicle for the first part and a water vehicle for the crossing. Explain why a land vehicle alone cannot complete this water crossing when there is no bridge.

5 min · Explain: Try and explain: Draw a simple home-to-harbor route and water to an island; do not use a real address. Choose a land vehicle for the first part and a water vehicle for the crossing. Explain why a land vehicle alone cannot complete this water crossing when there is no bridge.

Understanding check: Can the child sort a land vehicle and a water vehicle and explain a reasonable water crossing?

Answer guidance: The ferry and sailboat. The train, bus and bicycle. Trains use rails; buses and bicycles use suitable land routes. The ferry. A sailboat can also travel across water. Invite an explanation using the pictured water route.

Read labels aloud and describe shape and position. Accept speech, signing, pointing or eye gaze; do not rely only on color.

A response to keep

On page 7, make your pretend map using your key and crossing idea. On page 8, choose how a visitor will travel.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/ways-we-travel>

Related story: Olivia and Doudou in San Francisco — Olivia and Doudou in San Francisco includes cable-car travel, while Olivia and Doudou in Paris includes a boat ride. The six-vehicle harbor is a new teaching scene, not a retelling of either trip.

Discover World Landmarks

Can you find a tower, a bridge and a waterway?

Learning aim: Identify three destination features and compare their shapes and uses.

A five-minute conversation

Open this illustrated travel album with Olivia. These are three separate places from her book destinations, and you can explore them from home.

Start here: Offer a tower-versus-bridge choice and read place names aloud.

Explore further: Discuss bridge function and distinguish a strait from a river or canal.

Can you find a tower, a bridge and a waterway?

Answer cue: The Eiffel Tower is in Paris, the Golden Gate Bridge is at San Francisco, and the canals are in Venice.

What does the bridge cross? What could move along the canals?

Answer cue: The Golden Gate Bridge crosses a sea strait. Boats can travel along Venice's canals.

What is alike or different about these places?

Answer cue: Accept pictured evidence: tall tower versus long bridge, iron structure versus buildings beside water, or different ways of moving around. There is no single required comparison.

Keep the idea clear

The three views are separate cities, not neighboring parts of one landscape or a complete picture of world cultures. These examples are from France, the United States and Italy. Families do not need to travel to learn about them.

Try: Design a pretend landmark

Materials: Paper and a pencil, or an oral description.

1. Choose a purpose: a tower for looking out, a bridge for crossing, or a waterway for boats.
2. Draw or describe your invented place.
3. Explain how someone could use it. Call it pretend, and keep it separate from the real landmark names.

What this can show: Can the child pair one feature with its city and support a comparison with visible evidence? This is a drawing or storytelling activity, not an instruction to build or climb a structure.

Return to it: Invite a partner to follow your map. Can they recognize your landmark from your description?

Discover World Landmarks · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil, or an oral description.

Words to explore

landmark — A noticeable feature that helps people recognize a place.

tower — A tall, narrow structure.

bridge — A structure that lets a route cross an obstacle such as water.

canal — A waterway made or changed by people.

strait — A narrow stretch of water joining larger bodies of water.

3 min · Notice: Locate: name the city and country below each destination view.

4 min · Compare: Compare: children find one difference and one similarity.

8 min · Try together: Choose a purpose: a tower for looking out, a bridge for crossing, or a waterway for boats. Draw or describe your invented place. Explain how someone could use it. Call it pretend, and keep it separate from the real landmark names.

5 min · Explain: Connect: recall how a bridge can appear as a symbol on a map.

Understanding check: Can the child pair one feature with its city and support a comparison with visible evidence?

Answer guidance: The Eiffel Tower is in Paris, the Golden Gate Bridge is at San Francisco, and the canals are in Venice. The Golden Gate Bridge crosses a sea strait. Boats can travel along Venice's canals. Accept pictured evidence: tall tower versus long bridge, iron structure versus buildings beside water, or different ways of moving around. There is no single required comparison.

Read destination labels, describe the structure, and accept a spoken or pointed comparison without relying on travel experience.

A response to keep

Add a pretend landmark to page 7. Use page 8 to tell your route, your way across the water and what the visitor will see on arrival.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/world-landmarks>

Related story: Olivia and Doudou in Venice — Continue with the existing books Olivia and Doudou in Paris, Olivia and Doudou in San Francisco, and Olivia and Doudou in Venice. The last book's title uses 'Venise'; English geography labels use 'Venice'. The canal picture is an editorial example of that destination, not a claim about a specific unnamed bridge in the story.

One Place, Three Views

What stays the same in the three pictures?

Learning aim: Match three features across a side view, a directly overhead view and a simple map of the same place.

A five-minute conversation

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.

Start here: Match the pond across two pictures; accept pointing or eye gaze.

Explore further: Explain what changes and what stays fixed, then add a three-symbol key to a new map.

What stays the same in the three pictures?

Answer cue: 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?

Answer cue: 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?

Answer cue: With a simple blue oval. A symbol stands for a feature; it need not show every detail.

Keep the idea clear

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.

Try: 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.

What this can show: The child matches at least two features across the pictures and explains one map symbol using speech, pointing or drawing. 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.

Return to it: Change one object's position. Which part of your map needs to change?

One Place, Three Views · In the classroom

A 15-minute classroom lesson

Prepare: Paper, crayons and three large household objects, such as a tissue box, cushion and folded towel. Read the answer cues before sharing.

Words to explore

view — How a place looks from a particular position.

above — Higher than something, looking down in these pictures.

position — Where something is.

symbol — A mark or simple picture that stands for something.

pavilion — A small shelter, often with open sides.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

5 min · Try together: With an adult, arrange the three objects on the floor with space between them. Choose what each one represents. Look across them while seated. Then stand on the floor and look down; leave the objects in place. Draw three simple shapes in matching positions. Explain which object each shape represents.

3 min · Explain: The child matches at least two features across the pictures and explains one map symbol using speech, pointing or drawing.

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

Answer guidance: 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. 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. With a simple blue oval. A symbol stands for a feature; it need not show every detail.

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

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/one-place-three-views>

Related story: Olivia and Doudou in Paris — 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.

Our Five Oceans

Why are there two Pacific Ocean labels?

Learning aim: Locate five named ocean regions and explain that their waters connect.

A five-minute conversation

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.

Start here: Find land and water, then match two ocean names read aloud by an adult.

Explore further: Locate all five named regions and explain the repeated Pacific label.

Why are there two Pacific Ocean labels?

Answer cue: 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?

Answer cue: The Indian Ocean. Help your child find the land shapes first, using the continents poster if needed.

Are walls separating the five oceans?

Answer cue: No. Their waters connect. The names help us talk about different regions of one global ocean.

Keep the idea clear

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.

Try: 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.

What this can show: The child identifies one named ocean and explains, in their own way, that the waters join. A finger trace or spoken route is enough. Do not cut or fold the poster; no water experiment or travel is required.

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

Our Five Oceans · In the classroom

A 15-minute classroom lesson

Prepare: The poster and, optionally, the Seven Continents poster or a globe. Read the answer cues before sharing.

Words to explore

ocean — The vast connected body of salty water around Earth's land.

connected — Joined together.

region — A part of a larger area.

globe — A round model of Earth.

continent — One of Earth's large land regions.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

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

3 min · Explain: The child identifies one named ocean and explains, in their own way, that the waters join.

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

Answer guidance: This flat map is cut through the Pacific. The left and right edges join on a globe, so both labels name the same ocean. The Indian Ocean. Help your child find the land shapes first, using the continents poster if needed. No. Their waters connect. The names help us talk about different regions of one global ocean.

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.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/five-oceans>

Related story: Olivia and Doudou in San Francisco — 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.

Cities, Towns, Villages & Countryside

What looks different between the city and the village here?

Learning aim: Compare visible settlement patterns and describe a connection between built places and surrounding countryside.

A five-minute conversation

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.

Start here: Compare two clusters using more/fewer and close together/spread out.

Explore further: Explain a connection between a settlement and surrounding land without treating the labels as exact size thresholds.

What looks different between the city and the village here?

Answer cue: 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?

Answer cue: No. People live and work there too. This picture includes farms and connections between settlements.

How could these places be connected?

Answer cue: 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.

Keep the idea clear

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.

Try: 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.

What this can show: The child names a visible difference and describes a plausible connection between two places. Use a made-up place. Children do not need to share their address, photograph their home or compare family possessions.

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

Cities, Towns, Villages & Countryside · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons. Read the answer cues before sharing.

Words to explore

settlement — A place where people live together.

city — A large settlement with many buildings and streets.

town — A settlement with homes and shared places such as shops.

village — A small settlement.

countryside — Land outside towns and cities.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

5 min · Try together: Draw two different clusters of buildings and some open land. Add a road or path that connects the clusters. Choose a shared place, such as a library or park. Tell a short journey along your route and explain what the traveler passes.

3 min · Explain: The child names a visible difference and describes a plausible connection between two places.

Understanding check: The child names a visible difference and describes a plausible connection between two places.

Answer guidance: The pictured city has more buildings close together; the pictured village is a smaller cluster. Children may also notice roads or open spaces. No. People live and work there too. This picture includes farms and connections between settlements. 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.

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.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/settlements>

Related story: Olivia and Doudou in Paris — 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.

Homes and Their Surroundings

What is making shade over this window?

Learning aim: Explain one visible relationship between a home feature and its surroundings, without assigning one house type to an entire country.

A five-minute conversation

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.

Start here: Match one feature with its visible effect: overhang and shade, or roof and downward water.

Explore further: Explain two features in one home and name a limit, such as changing sun position.

What is making shade over this window?

Answer cue: 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?

Answer cue: 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?

Answer cue: Its living floor is above the ground on supports. Point to the space beneath it and the stairs leading up.

Keep the idea clear

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.

Try: 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.

What this can show: The child identifies one feature and explains its visible function without making a country-wide or safety guarantee. 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.

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

Homes and Their Surroundings · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons. Read the answer cues before sharing.

Words to explore

overhang — A part that projects beyond the surface below it.

shade — An area where something blocks direct sunlight.

slope — A surface that rises or falls.

floor — The surface people stand on inside a building.

support — Something that holds another thing up.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

5 min · Try together: Draw a pretend home beside something in its surroundings, such as sunshine or a tree. Add one feature from the poster and point to it. Explain what that feature can do. Add a second feature if your child wants to continue.

3 min · Explain: The child identifies one feature and explains its visible function without making a country-wide or safety guarantee.

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

Answer guidance: The overhang projects out above it and blocks some sunlight. Whether it shades the window depends on where the sun is. 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. Its living floor is above the ground on supports. Point to the space beneath it and the stairs leading up.

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.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/homes-and-surroundings>

Related story: Olivia and Doudou in Paris — 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.

Sharing and Caring for Places

How does the path help the plants?

Learning aim: Explain how one visible visitor choice helps plants, wildlife or a shared place.

A five-minute conversation

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.

Start here: Point to the path or distant birds and describe one helpful choice.

Explore further: Explain the link between a choice and its effect, then apply it to a different place.

How does the path help the plants?

Answer cue: 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?

Answer cue: 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?

Answer cue: 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.

Keep the idea clear

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.

Try: 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.

What this can show: The child connects one practical choice with plants, animals or keeping a shared place pleasant. 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.

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

Sharing and Caring for Places · In the classroom

A 15-minute classroom lesson

Prepare: Your pretend-place map, or a fresh sheet of paper and crayons. Read the answer cues before sharing.

Words to explore

path — A route for people to follow.

wildlife — Animals and plants living in natural surroundings.

distance — The space between things.

rubbish — Things we no longer want; also called trash.

shared place — A place used or enjoyed by many people.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

5 min · Try together: Choose a place that visitors and wildlife might share. Add a path or viewing place with space around plants or animals. Draw a bag for taking your own rubbish away and explain one choice that helps the place.

3 min · Explain: The child connects one practical choice with plants, animals or keeping a shared place pleasant.

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

Answer guidance: People can walk on it without stepping on the plants beside it, leaving room for them to grow. Space lets the birds feed and rest without people approaching or disturbing them. We watch rather than feed or touch wildlife. 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.

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

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/sharing-and-caring>

Related story: Olivia and Doudou in Paris — 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.

The Equator and the Poles

What does the Equator help us describe?

Learning aim: Locate the geographic poles and Equator, and distinguish the two hemispheres.

A five-minute conversation

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.

Start here: Point to the middle line and choose the half above or below it when named.

Explore further: Explain why the line is imaginary and describe a pretend journey between the two hemispheres.

What does the Equator help us describe?

Answer cue: 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?

Answer cue: 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?

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

Keep the idea clear

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.

Try: 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.

What this can show: The child identifies the Equator and one hemisphere, using pointing, words or an adult-supported drawing. Keep this a drawing or pointing activity. No travel, purchase, personal location or small model pieces are needed.

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

The Equator and the Poles · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons; an optional large globe already available at home or school. Read the answer cues before sharing.

Words to explore

Equator — An imaginary line around Earth halfway between the geographic poles.

geographic pole — One of the two places where Earth's rotation axis meets its surface.

hemisphere — Half of a sphere.

north — The direction toward the North Pole.

south — The direction toward the South Pole.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

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

3 min · Explain: The child identifies the Equator and one hemisphere, using pointing, words or an adult-supported drawing.

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

Answer guidance: It divides Earth into a northern half and a southern half. Each half is called a hemisphere. 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. No. The Equator is an imaginary line used to describe locations. The gold line makes that idea visible on this globe.

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.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/equator-and-poles>

Related story: Olivia and Doudou in Paris — 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.

Weather and Climate

What changed between the two park pictures?

Learning aim: Distinguish a day's weather from weather patterns studied across many years.

A five-minute conversation

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.

Start here: Compare sunshine and rain in two pictures of the same place.

Explore further: Explain why a two-day record shows weather observations but cannot establish a climate pattern.

What changed between the two park pictures?

Answer cue: 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?

Answer cue: 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?

Answer cue: 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.

Keep the idea clear

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.

Try: Start a tiny weather record

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

1. Notice today's weather from indoors or an adult's description. Draw a symbol and add today's date.
2. Compare the sunny and rainy park pictures now. Name one change and one thing that stayed the same.
3. These are weather observations. Climate needs many years of records.

What this can show: The child distinguishes a current observation from a pattern studied over many years. 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.

Return to it: Optional another-day follow-up: add a weather observation. Look at Homes and Their Surroundings for shade and sloping roofs.

Weather and Climate · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons; a safe indoor view or an adult's description. Read the answer cues before sharing.

Words to explore

weather — What the air and sky are like at a place and time.

climate — Weather patterns in a place over many years.

observation — Something noticed by looking or using other senses.

record — Information kept so it can be looked at again.

pattern — A feature or change that repeats or can be recognized.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

5 min · Try together: Notice today's weather from indoors or an adult's description. Draw a symbol and add today's date. Compare the sunny and rainy park pictures now. Name one change and one thing that stayed the same. These are weather observations. Climate needs many years of records.

3 min · Explain: The child distinguishes a current observation from a pattern studied over many years.

Understanding check: The child distinguishes a current observation from a pattern studied over many years.

Answer guidance: One shows sunshine and the other rain. The bench, tree and path help us recognize the same place. No. Climate describes weather patterns over many years. One day is a weather observation, not enough to describe the long-term pattern. 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.

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

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/weather-and-climate>

Related story: Olivia and Doudou in Paris — 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.

Bridges Connect Places

What is the deck of a bridge?

Learning aim: Recognize three bridge forms and identify a visible part that supports each crossing.

A five-minute conversation

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.

Start here: Match the curved arch or hanging cables to the corresponding large picture.

Explore further: Compare the support arrangements and explain how a crossing connects routes on two sides.

What is the deck of a bridge?

Answer cue: 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?

Answer cue: 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?

Answer cue: 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.

Keep the idea clear

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.

Try: 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.

What this can show: The child identifies a visible support and connects the crossing to a route across a gap. 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.

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

Bridges Connect Places · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons. Read the answer cues before sharing.

Words to explore

bridge — A structure that carries a route across a gap.

deck — The part of a bridge that carries the route.

beam — A long, straight part that supports a structure.

arch — A curved support.

cable — A strong, flexible line made from strands.

support — Something that holds another thing up.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

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

3 min · Explain: The child identifies a visible support and connects the crossing to a route across a gap.

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

Answer guidance: The part carrying the crossing route. In these examples, it runs from one side of the gap to the other. The curved arch is below the crossing. Point to its curve and the places where it meets the banks. 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.

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.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/bridges-connect-places>

Related story: Olivia and Doudou in San Francisco — 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.

Fields, Orchards and Gardens

What crop grows in the field here?

Learning aim: Match wheat, apples and carrots to three pictured growing places.

A five-minute conversation

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.

Start here: Match apples to a tree and carrots to the soil cutaway.

Explore further: Compare above-ground and below-ground edible parts, then explain a route between a growing place and a community.

What crop grows in the field here?

Answer cue: 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?

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

Which part of the carrot is under the soil?

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

Keep the idea clear

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.

Try: 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.

What this can show: The child matches at least two crops with the growing places or positions shown and describes one connection. 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.

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

Fields, Orchards and Gardens · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons, or the child's pretend-place map. Read the answer cues before sharing.

Words to explore

crop — A plant grown for use, such as food.

grain — The seed of a cereal plant, such as wheat.

field — An area of open land; this field grows wheat.

orchard — A place where fruit or nut trees are grown.

root — The part of a plant that usually grows below the ground.

soil — The loose material at the ground's surface where many plants grow.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

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

3 min · Explain: The child matches at least two crops with the growing places or positions shown and describes one connection.

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

Answer guidance: Wheat. Its grain develops in the heads at the tops of the stems. The poster calls it a grain crop. Several apple trees grow together. The apples are attached to branches above the ground. The orange root. Its green leaves grow above the soil. The cutaway helps us see a part usually hidden underground.

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

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/fields-orchards-gardens>

Related story: Olivia and Doudou in Paris — 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.

Places We Share

What might someone do in this library?

Learning aim: Connect three shared places with a use and explain how they fit into a community.

A five-minute conversation

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.

Start here: Match one pictured place with reading, outdoor rest or looking at displayed objects.

Explore further: Explain two different purposes and connect them with a route and a shared-use choice.

What might someone do in this library?

Answer cue: 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?

Answer cue: 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?

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

Keep the idea clear

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.

Try: 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.

What this can show: The child links a place with a plausible use and describes a connection to another place. 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.

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

Places We Share · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons, or the child's pretend-place map. Read the answer cues before sharing.

Words to explore

community — People who share a place or connections with one another.

library — A place to read and find information.

park — An outdoor space for play, rest or enjoying nature.

museum — A place to explore objects and their stories.

route — A way from one place to another.

shared — Used or enjoyed by more than one person.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

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

3 min · Explain: The child links a place with a plausible use and describes a connection to another place.

Understanding check: The child links a place with a plausible use and describes a connection to another place.

Answer guidance: Read or find information. Libraries can offer other services too; this picture shows books and people reading. The park offers outdoor space for play, rest and nature. The museum displays objects that people can explore to learn their stories. They show routes between the shared destinations. A child can trace a pretend journey from one to another.

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

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/places-we-share>

Related story: Olivia and Doudou in Paris — 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.

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>

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