

Help people find a way · Learning journey

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

How can pictures, maps and crossings help us connect places?

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

Use one chapter at a time over several visits. Open the related notebook page only when it helps the conversation.

Teacher sequence

One Place, Three Views: Match the same features across side, overhead and symbol views.

The simple map uses shapes for features. Next, use a map key to match symbols with meanings.

How to Read a Map: Match symbols with the key and follow a connected route.

The key tells us what a symbol means. Next, use directions to describe where it is.

North, South, East & West: Describe positions from one compass reference point.

Directions help us describe a place. Next, notice which features are natural and which people built.

Nature & People Shape Places: Explain how a built feature relates to natural surroundings.

Natural features and buildings share a landscape. Next, compare places where people live together.

Cities, Towns, Villages & Countryside: Compare visible settlements and a connection between them.

Look within one settlement. Next, notice useful features of homes and their surroundings.

Homes and Their Surroundings: Explain the useful feature shown on one home model.

Homes are connected with other places. Next, choose ways people might travel between them.

Ways We Travel: Choose a way of traveling that fits a route.

A route may meet a gap. Next, compare three ways bridges support a crossing.

Bridges Connect Places: Identify a bridge support and explain its crossing.

A crossing can also be a landmark. Next, recognize the Golden Gate Bridge among three book destinations.

What to listen for

The child can match a feature to a symbol, explain a direction from the compass, and connect two places with a plausible route or crossing. Accept pointing, signing, words or an adult-supported drawing; revisit individual lesson checks when useful.

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.

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.

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.

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.

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.

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.

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

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