

Our place on Earth · Learning journey

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

How can we describe our planet and the weather in its places?

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

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

Teacher sequence

From Our Street to Our Planet: Tell a zoom-out story: Use one example to distinguish city, country, continent and planet.

Paris belongs to a country and a continent. Next, find Europe on the wider world map.

Our Seven Continents: Draw a land-and-water clue: Name or locate continents and compare their positions on a world map.

The continents name large land regions. Next, name the connected ocean regions around them.

Our Five Oceans: Follow the connected water: Locate five named ocean regions and explain that their waters connect.

Land and ocean stretch around Earth. Next, use a globe to locate the Equator and the two poles.

The Equator and the Poles: Make a two-hemisphere picture: Locate the geographic poles and Equator, and distinguish the two hemispheres.

The globe helps us describe where a place is. Next, compare its weather at one time with records gathered over many years.

Weather and Climate: Start a tiny weather record: Distinguish a day's weather from weather patterns studied across many years.

We have looked at Earth and weather observations. Next, look more closely at the shapes within a landscape.

What to listen for

Can the child distinguish France from Europe and connect Paris to both? Can the child locate two named continents and indicate the water between Africa and South America? The child identifies one named ocean and explains, in their own way, that the waters join. The child identifies the Equator and one hemisphere, using pointing, words or an adult-supported drawing. The child distinguishes a current observation from a pattern studied over many years.

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.

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.

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.

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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