

A World of Little Discoveries

For shared looking, ages 2–8. Start with the larger clues; tiny details suit older children or adult help. Difficulty labels are editorial suggestions, not a child assessment.

Look together. Let the picture lead.

Take a pretend trip with your eyes. This picture brings memories of several Olivia adventures together; it is not a map of one real city.

Start with the whole picture. Let your child choose the hillside, the busy square or the shore, then zoom into just that place.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

Where would you stop first?

Grown-up cue: Invite a reason: a sound, a smell, a friend or something interesting to see.

Which two places feel different?

Grown-up cue: Try busy bakery and quiet koala branch. Accept the child's own comparison.

What might Doudou notice next?

Grown-up cue: Let the child speak for the plush bunny, gesture, or invent a tiny travel joke.

For younger children, offer the cable car, yellow star or sea otter. For older children, use the little model boat or artist and ask for location words. Give a clue only when invited; there is no need to find every Olivia.

Choose one favorite stop and draw a postcard. Dictate one sentence about it, then finish with "Where shall we dream of going next?"

A shared classroom adventure

15 flexible minutes

Purpose

Practice noticing details, using place words and explaining a personal choice through an imaginary journey.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils for a next-story drawing

1. Look together

Take a quiet look at the whole scene. Invite children to name a place that interests them.

2. Find three things

Choose a vehicle, an animal and something a person has made. Partners may choose different examples.

3. Describe one without pointing

Use two details and one place word, such as beside, below or near. Let the group locate the example.

4. Invent what happens next

Choose one Olivia-and-Doudou moment and tell a short next stop. Keep it an invented journey, not a geography fact.

Make room for every child

Offer one enlarged area or a printed crop at a time. Read clues aloud, accept gesture or home-language descriptions, and pair a describer with a finder. Travel experience is not required.

Pause and reflect

Which detail changed the place you wanted to visit? A drawing, word or gesture can answer.

Words to try

beside: next to something

canal: a waterway made for boats or water

portrait: a picture of someone

Keep the story going

The panorama is an imaginary meeting of travel memories. Choose a real Olivia story below to spend more time in one destination.

Olivia and Doudou in Paris - Follow the bakery, artist and city discoveries into one Paris day.

Olivia and Doudou in San Francisco - Continue the cable-car curiosity with Olivia and Doudou's San Francisco trip.

Olivia and Doudou at the Aquarium - Return to blue windows, sea otters and underwater looking in the aquarium story.

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Little Clues, Big Discoveries

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Look together. Let the picture lead.

You do not need to explain the science before you play. Begin with “I notice...” and let one small question grow from the picture.

Choose the garden, the cottage or the experiment shelter. Zoom until one pair of friends and the nearby objects are comfortably visible.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

What do you notice before we try to explain it?

Grown-up cue: Separate the visible detail from an idea: “I see pink foam” can come before “I wonder why.”

Which place might sound quiet?

Grown-up cue: Compare a reading nook with the rushing water without demanding a single right answer.

What question would you ask Ollie?

Grown-up cue: Write or repeat the child’s question. It can stay unanswered today.

Start with Gina on the trampoline or the blue book. Offer the butterfly or tiny magnet later. The picture is an invitation to wonder, not instructions for copying experiments; any real activity needs an adult to choose suitable materials.

Look around your own room or garden together. Find one safe thing that makes you say “I wonder...” and keep that question for another day.

A shared classroom adventure

15 flexible minutes

Purpose

Practice careful observation, distinguish noticing from guessing, and use language to form a question.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils for a next-story drawing

1. Look together

Invite observations about the stream, growing beds and little buildings. Echo "I see..." statements without correcting imaginative play.

2. Find three things

Find something for reading, something for caring for a plant and something used for looking closely.

3. Describe one without pointing

Describe its color, shape and position. Let a partner find one matching example.

4. Invent what happens next

Choose Gina and Ollie at one station. Imagine a question, a gentle attempt and a discovery to share.

Make room for every child

Use larger characters for a first search and tiny props only as optional challenges. Accept spoken, signed, drawn or home-language questions. A child can be the question-maker while an adult operates the zoom.

Pause and reflect

Which question would you like to keep wondering about?

Words to try

notice: pay attention to a detail

observe: look or listen carefully

sprout: begin to grow

Keep the story going

These books continue the pair's everyday questions. The panorama's joined valley is an editorial adventure, not an exact page from a book.

Where Did My Water Go? - Follow Gina's spilled-water question into a story about water's journey.

How Does It Grow? - Let the garden beds lead into Gina's patient seed-growing adventure.

Gina and the Quiet Sounds - Turn the picture's birds and flowing water into a quieter listening story.

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Who's Hiding in the Halloween Village?

For shared looking, ages 2–8. Start with the larger clues; tiny details suit older children or adult help. Difficulty labels are editorial suggestions, not a child assessment.

Look together. Let the picture lead.

Make this a gentle peekaboo game. Follow your child's comfort with costumes and creatures; a silly wave or whisper can be enough.

Begin at the glowing sunflower window or the purple-hatted cat. Let your child decide whether to explore another hiding place.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

Who has found a cozy hiding place?

Grown-up cue: Look for leaves, a window or a cloth. Ask what makes that spot feel cozy.

What silly sound could this friend make?

Grown-up cue: Offer a quiet “peekaboo” rather than a loud surprise, and accept silence.

What happens after the cookie-table visit?

Grown-up cue: Invite a kind next moment, a little dance or a sleepy goodnight.

Use the bright hats and friendly faces for younger children. Older children may give location clues for the web or upper lantern string. No jump scares or pressure to enjoy Halloween; switching pictures is always fine.

Hide a familiar soft toy partly behind a cushion and take turns giving gentle clues. End with the toy tucked in for a rest.

A shared classroom adventure

15 flexible minutes

Purpose

Use position words and descriptive language in a playful, emotionally comfortable peekaboo scene.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils for a next-story drawing

1. Look together

Choose a small friendly area. Notice smiles, cozy light and the many places to peek.

2. Find three things

Find a hat, a window visitor and a lantern. Let children choose or pass.

3. Describe one without pointing

Use color, clothing and a nearby landmark. Classmates may suggest more than one plausible friend.

4. Invent what happens next

Tell a short kind moment after the hiding game: a wave, shared story or peaceful bedtime.

Make room for every child

Offer an autumn-leaf or lantern search for children who prefer not to focus on costumes. Keep sounds optional and low. Provide a clear small crop rather than the full busy village when helpful.

Pause and reflect

Which clue helped you find a friend? Which hiding place would you choose for a soft toy?

Words to try

peek: look from behind or around something

lantern: a light inside a protective case

beneath: under something

Keep the story going

The village is a panorama adaptation of the cheerful cast from this peekaboo story.

Whooo's Hiding on Halloween? - Meet the cheerful peekaboo cast in their original silly Halloween story.

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A Christmas Treasure Hunt

For shared looking, ages 2–8. Start with the larger clues; tiny details suit older children or adult help. Difficulty labels are editorial suggestions, not a child assessment.

Look together. Let the picture lead.

Follow one toy through the workshop and notice the helpers along the way. This is a Christmas story setting; families can enjoy the making and teamwork in their own way.

Start with a toy your child likes. Follow the picture from a workbench toward the wrapping tables and snowy doorway.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

Who is helping whom?

Grown-up cue: Look for shared carrying, making or wrapping. More than one interpretation can fit.

How could this toy be packed?

Grown-up cue: Talk about shape and careful handling, without turning the picture into a shopping list.

What kind surprise could fit in a small package?

Grown-up cue: A drawing, a kind note or an invented toy can all be answers.

Begin with Santa's toy house, the rabbit or the snowman. Use the paper-rack count only within its pictured area. Do not frame toys as rewards for being "good," or suggest every family celebrates Christmas.

Make a pretend parcel from a reusable box. Add a drawing or kind message, then tell its journey from the workbench to its recipient.

A shared classroom adventure

15 flexible minutes

Purpose

Use sequence and position words to describe cooperative making, testing, wrapping and delivery.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils for a next-story drawing

1. Look together

Notice different workshop jobs before naming a favorite toy.

2. Find three things

Find something being made, something being wrapped and something ready to travel.

3. Describe one without pointing

Describe shape, color and the helper or shelf nearby. A partner locates the object.

4. Invent what happens next

Tell the journey of one made-up gift using first, next and finally. Include someone helping.

Make room for every child

Keep participation about making and giving; no child needs to share holiday beliefs or family gift traditions. Offer a non-holiday imaginary workshop version of the storytelling prompt. Use one floor at a time.

Pause and reflect

Where did a helper make another helper's job easier?

Words to try

workshop: a place where people make or repair things

parcel: something wrapped to carry or send

sequence: the order in which things happen

Keep the story going

Visit the source workshop story for more toy-making, testing, packing and teamwork.

Inside Santa's Magical Workshop - Follow Santa, the elves and the robots as they make, wrap, test and pack.

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A Little Garden, a Very Big Adventure

For shared looking, ages 2–8. Start with the larger clues; tiny details suit older children or adult help. Difficulty labels are editorial suggestions, not a child assessment.

Look together. Let the picture lead.

Imagine being small enough for a leaf to become a bridge. Follow a path together, then pause wherever the picture makes you curious.

Begin with the foreground map or the leaf reading nook. Choose whether your next stop will be below the roots or above the clouds.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

What seems enormous when you are tiny?

Grown-up cue: Compare leaves, flowers and roots with the friends without needing measurements.

Which path would you choose?

Grown-up cue: Invite a reason: a glow, a view, a friend or a place to rest.

What might be on the next page of their book?

Grown-up cue: Invent a picture or tell a gentle next adventure. There is no hidden official answer.

Start with the rainbow and broad leaf bridge. Try Bella's tunnel or the floating feather later. This is a fantasy garden; glowing mushrooms and flying feathers are story magic, not advice for exploring or touching real mushrooms.

Make a tiny paper map with three picture landmarks. Move a toy along it together, finishing at a cozy reading place.

A shared classroom adventure

15 flexible minutes

Purpose

Use scale, route and position language while building a short imaginative journey with friends.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils for a next-story drawing

1. Look together

Notice how leaves, roots and flowers become large places for tiny friends.

2. Find three things

Find a place to cross, a place to look around and a place to rest.

3. Describe one without pointing

Use shape, texture or position. Let another child follow the verbal route.

4. Invent what happens next

Add one new picture landmark to a paper map, then tell how Lulu, Coco and Bella help each other reach it.

Make room for every child

Offer a simple two-stop route, one enlarged crop or a tactile route made with paper and string. Accept gesture, sound-free roleplay or home-language descriptions. No one needs to read words to follow the pictured map.

Pause and reflect

Where would you pause on the journey, and what would you notice there?

Words to try

route: a way from one place to another

nook: a small sheltered corner

miniature: very small

Keep the story going

This panorama follows the current The Sky Beyond Garden edition, with Lulu, Coco and Bella. Its many little moments invite you to retell or invent your own route.

The Sky Beyond Garden - Follow Lulu, Coco and Bella from a mysterious map to glowing caves and a playground in the sky.

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A Forest Full of Little Clues

For shared looking, ages 2–8. Start with a larger friend or a bright color; smaller clues suit older children or adult help. Difficulty labels are suggestions, not a child assessment.

Look together. Let the picture lead.

Let your child choose where the search begins. A color, a funny object or a friend can be enough for a satisfying first discovery.

Look at the whole forest, then zoom into the tree room, the lower-left trail or the picnic. Choose any three clues and stop whenever you like.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

What can you see, and what do you wonder?

Grown-up cue: Start with a visible detail such as a feather or pawprint. A guess about who left it can come afterward.

How could you help me find it without pointing?

Grown-up cue: Try a color, shape or place word: beside the book, under the roots or near the water.

Where might the sunlit trail lead next?

Grown-up cue: Look beneath the lower-left root arch. Let a pawprint, feather or acorn begin a gentle invented adventure.

Offer two places to choose between or find one clue together. Accept pointing, signing, drawing and home-language answers. The same friends appear more than once; these clues describe particular pictured moments.

Choose one discovery to draw or tell someone about. There is no need to find everything.

A shared classroom adventure

15 flexible minutes

Purpose

Practice close observation, positional language and taking turns to describe a visible detail.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils

1. Look together

Let children notice the tree rooms, bridges and water. Invite one observation each without requiring a complete sentence.

2. Find three things

Choose a friend, an object and a color clue. Search together or let partners choose different clues.

3. Describe one without pointing

Use a color, shape and place word to help a partner find one pictured example. Offer gestures or a drawing as another way to give the clue.

4. Invent what happens next

Look at the sunlit trail beneath the lower-left roots. Use one visible clue to tell or draw Benny's next gentle discovery.

Make room for every child

Let a child choose the clue while a partner operates the zoom. Use larger figures first, offer high-detail close-ups as optional challenges, and welcome spoken, signed, drawn or home-language responses.

Pause and reflect

Which detail helped you find your clue, and which detail would you like to explore next?

Words to try

clue: a detail that can help you work something out

observe: look or listen carefully

beside: next to something

Keep the story going

Continue with Benny's missing-acorn mystery in Little Clue Tales. Explore familiar friends and objects in the panorama, then follow their clues in the book.

Benny the Forest Detective - Follow the missing acorns through a forest mystery full of observation puzzles and little clues.

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A Thousand Clues Before Time

For shared looking, ages 2–8. Start with a large dinosaur or a bright color; invite older children to describe smaller clues. Difficulty labels are suggestions, not a child assessment.

Look together. Let the picture lead.

Let your child choose a dinosaur, a color or a cozy corner to explore. There is no need to search the whole picture.

Look at the valley together, then zoom into one small scene. Choose any three clues, or stop after a single discovery.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

What do you notice before you make a guess?

Grown-up cue: Name a visible color, shape or action. Then wonder what the friends might be doing.

How could you help me find it without pointing?

Grown-up cue: Try a place word: beside the book, above the water or behind the log.

What might Rae draw for their next adventure?

Grown-up cue: Look inside the attic opening. Let your child choose a place, a friendly dinosaur or an object to draw or describe.

Choose between two places, search together, or let a partner operate the zoom. Welcome pointing, signing, drawing and home-language responses. Characters and watches appear more than once; each clue describes one pictured moment.

Choose one detail to draw or tell someone about. Finding everything is optional.

A shared classroom adventure

15 flexible minutes

Purpose

Practice close observation, positional language and explaining which visible detail supports an idea.

Bring

A screen with the picture or a printed panorama; Optional picture clues; Paper and pencils

1. Look together

Notice the water, forest paths and story moments. Invite one visible detail from each child.

2. Find three things

Choose a dinosaur, a small object and a color clue. Search together or in pairs.

3. Describe one without pointing

Use shape, color and place words to guide a partner. Gestures or a drawing can give the clue too.

4. Invent what happens next

Choose the attic or a valley scene. Tell, draw or act out one gentle next adventure for Kai and Rae.

Make room for every child

Begin with large figures, offer small clues as optional challenges and share control of the zoom. Accept spoken, signed, drawn and home-language responses.

Pause and reflect

Which visible detail helped you find the clue? Which idea did you invent afterward?

Words to try

observe: look or listen carefully

beside: next to something

clue: a detail that can help you work something out

Keep the story going

Meet Kai and Rae in Dinosaur Rescue, then return to the picture to find familiar friends and objects. The panorama gathers several story moments into one place to explore.

Dinosaur Rescue - Follow Kai and Rae as they help a baby triceratops and investigate a time glitch.

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Around the World, One Little Clue at a Time

For shared looking, ages 2–8. Start with a large wheel, a duck or a bright color; invite older children to describe smaller details. Difficulty labels are suggestions, not a child assessment.

Look together. Let the picture lead.

Let your child choose a door, a duck, a roof or a favorite color. Follow that first small discovery together.

Open one part of the picture and choose a clue. Try three if you feel like more, or stop after one shared discovery.

Look together

Start with the whole picture. Let a child choose the first place to explore.

Find three things

Pick any three clues—or invent your own. It is fine to stop sooner.

Describe one

Use a color, shape or place word without pointing. Let someone else look.

Imagine what comes next

Choose a tiny moment and tell, draw or act out one gentle next chapter.

A few gentle invitations

What helped you spot it?

Grown-up cue: Name something visible: a shape, a color, a nearby object or an action.

Can you help me find it without pointing?

Grown-up cue: Try place words such as beside the landing, under the roof or above the window. A gesture or drawing can help too.

Which detail would you keep in a photo album?

Grown-up cue: Invite a personal choice and a reason. Wonder together about the photograph Nico and Sofia might take next.

Offer a choice between two places, share control of the zoom or search as a team. Welcome pointing, signing, drawing and home-language responses. Nico and Sofia appear more than once as different remembered moments; each clue names one pictured scene.

Choose a detail to draw or tell someone about. The rest of the picture will be there for another day.

A shared classroom adventure

15 flexible minutes

Purpose

Practice close observation, color and pattern description, positional language and explaining which visible detail supports an answer.

Bring

A screen with the panorama or a printed picture; Optional picture clues; Paper and pencils

1. Choose a place to look

Notice the different buildings and waterways. Explain that this picture gathers five separate book destinations into an imagined landscape.

2. Find, describe and count

Choose one find clue, one color or pattern clue and the bounded group of ducks. Let partners look together and describe how they decided.

3. Give a picture clue

Invite children to guide a partner with shape, color and place words. Pointing, signing or drawing are welcome alternatives.

4. Make a memory

Read a related book or revisit one scene. Each child chooses a detail for an imaginary photo album and tells, draws or acts out a short next moment.

Make room for every child

Offer large, high-contrast targets first, make small-object clues optional and let a partner operate the zoom. Accept spoken, signed, drawn and home-language responses; sharing one observation is enough.

Pause and reflect

Which details could everyone see in the picture? Which part of your photo-album story did you imagine?

Words to try

canal: a waterway made by people

reflection: an image seen in water or another shiny surface

pattern: shapes or colors arranged in a repeated design

fringe: loose threads along the edge of cloth

clue: a detail that helps you work something out

Keep the story going

Choose one of Nico and Sofia's five books, then return to find familiar buildings, objects and ways of looking. The panorama brings their travel memories together in an imaginary arrangement; the five real places are not next-door neighbors.

Nico and Sofia in Chefchaouen - Follow blue lanes, old doors and a rippling cloth as Nico chooses a favorite photograph of Sofia.

Nico and Sofia in Alberobello - Look closely at cone-shaped roofs, small stone roof-tops and little windows, then save a picture in the memory pouch.

Nico and Sofia in Giethoorn - Follow canal paths and wooden bridges, then wait with the siblings while ducks ripple a reflection.

Nico and Sofia in Hallstatt - Explore a map, a museum window and a lake reflection with Nico and Sofia.

Nico and Sofia in Shirakawa-go - Walk beside rice fields, notice steep thatched roofs and discover the story of silkworms inside a timber viewing room.

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