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# Activity Guide

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## Madeline in London

### ABOUT THE STORY

When their young neighbor Pepito moves to London with his family, he longs for the companionship of Madeline and the other little girls. He grows weaker and weaker until his father invites Madeline and the gang to London for a visit. Attempting to cheer their friend, Madeline and the other girls give him a horse, which leads to a series of wild events in London.

### ABOUT THE AUTHOR/ILLUSTRATOR

Ludwig Bemelmans is probably best known for his lovable character Madeline. Born in Austria and raised in Germany, Bemelmans later immigrated to the United States. *Madeline's Rescue*, Bemelmans' second book in the Madeline series and a Live Oak Media Readalong was awarded the Caldecott Medal in 1953.

### INTRODUCING THE STORY

Using a map or globe, point out Paris, London, and the English Channel. Discuss the various modes of transportation people use to travel from one location to the other (plane, boat, train, Eurostar, etc.). Tell the children that in this story, Madeline's class and their teacher are invited to visit their friend Pepito in London.

### READING ACTIVITIES

#### **Comprehension/Thinking Skills**

Have the children answer the following questions.

1. Why did the Spanish Ambassador invite Miss Clavel and her class to visit his son, Pepito?
2. What was the gift the class gave Pepito for his birthday?
3. Why did Pepito's mother say the horse had to go?
4. What happened to the horse?

#### **Language Arts: Vocabulary**

Have the children find the words listed below in the story and use context clues to determine their definitions. Then use the words in sentences of their own.

ambassador	annoy	embassy	nag	retired
dobbins	crumpets	mascot	sentry	cottage
thatched	nought			

#### **Language Arts: Rhyming**

Have children match the words that rhyme from the following two lists.

#1: nine, blew, late, sound, cry, street

#2: flew, gate, fine, feet, dry, found

### CROSS-CURRICULAR ACTIVITIES

#### **Science: Animal Welfare**

In the story, Pepito and Madeline ride the horse all day without mention of food or water for the animal. Ask the children if this is the proper way of taking care of a pet. Talk about what a horse requires to live healthily. (Hay/grass, water, shelter, love, grooming, etc.) Is it realistic that the horse is living inside the school with Madeline's class at the end of the story? (No, it should have its' own barn or stable.)

#### **History and Art: Models of Landmarks in London**

Identify some of the most well known landmarks in London. (Big Ben, Westminster Abbey, Buckingham Palace, London Bridge, etc.) Have children work in small groups to research one of these famous sites. You may want to incorporate Internet research into this activity as well. Use the research to create a model of the landmark (papier-mâché or clay, etc.).

#### **Movement/Music: London Bridge**

Sing the popular children's song "London Bridge" while acting out the movements. Have children work in groups of three. Facing each other, two of them hold hands high to form a "bridge" while the other weaves in and out between them. As the children reach the end and sing "My fair lady", bring the hands of the bridge down and "catch" the third child. Repeat until everyone has had a turn.

### INTERNET ACTIVITY

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

In addition to the History and Art project outlined above, children could use the Internet to locate horse care sites. Research a specific breed of horse (Appaloosa, Quarter Horse, Thoroughbred, Percheron, etc.) and then draw an illustration of that kind of horse, mimicking Bemelmans' style of illustration. Be creative!