



iLeap Prep Grade 3 English Language Arts

by Dr. James E. Swalm and Dr. June I. Coultas

Edited by Patricia F. Braccio and Katherine Pierpont

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TEST B: SESSION 3D: READING AND RESPONDING

Directions: Read this account and then answer the questions.

Introduction:

This is an account of a breed of horses that was in danger of becoming extinct.

Lipizzaner Horses

A special breed of horse is the Lipizzaner. This breed has a long and interesting history. The breed comes mostly from crossing Andalusian and Arabian horses. These horses were from Spain and North Africa. Over the years, six special stallions have influenced the breed. Some of these horses were brought from Spain to the town of Lipizza. That is how the breed got its name.

This is a rather small powerful horse. It has short legs and a very strong body. At birth, foals are usually black or brown. Later, their color changes to almost white. They are gentle and intelligent horses. It was a favorite horse of the nobles. It is a riding and show horse. Some are seen in circus acts.

There is a Spanish Riding School for these horses in Austria. There Lipizzaner horses are trained to perform special dressage programs. Only stallions are used. For the first four years, the colts are free to play and graze. Then, their training begins. This takes about four years. The horse and rider learn many steps, jumps, and spinning moves. Thousands have seen them perform.

During World War II, these animals were in great danger. Colonel Podhajsky was in charge of the training of these animals. He feared for the horses' safety. The Nazis wanted the shows to go on in Vienna, Austria. It would show that they were winning the war. However, with the bombings, the horses might be killed. So, the colonel smuggled some of them away.

Only ten horses and two riders were left to keep up the show. When air raids sounded, these horses would lie down. Even though they were shaken, they behaved well. Finally, these horses were finally secretly taken to safety.

At the close of the war, more Lipizzaner horses from other countries were brought together. This would keep the breed and the school going. It took ten years for them to get back to their school site in Vienna. In 1955, the school gave its first show since the end of the war. This show took place three hundred and twenty years after the school had opened. The breed and the Lipizzaners continue to live and to perform.

1. Where did the Lipizzaner horse get its name?
 - A. from the place where they were born
 - B. from the man who first trained them
 - C. from a town in Spain
 - D. from a country in North Africa

2. Which of these **best** describes the Lipizzaner horse?
 - A. tall, spirited and proud
 - B. intelligent, strong and gentle
 - C. short legs, slim body, temperamental
 - D. fragile body, proud, intelligent

3. What color are the mature Lipizzaner horses?
 - A. reddish brown
 - B. black and brown
 - C. dark grey
 - D. almost white

4. Which of these statements is **true**?
 - A. Lipizzaner horses perform in programs requiring special training.
 - B. It takes eight years for a Lipizzaner horse to learn dressage programs.
 - C. A trained Lipizzaner horse can be ridden in a dressage program by any rider.
 - D. Any Lipizzaner horse can become part of the Spanish Riding School training program.

5. Which of the following is an opinion?
 - A. Only stallions participate in the Spanish Riding School
 - B. Training a Lipizzaner horse for the program takes about four years.
 - C. Lipizzaners make the best show horses.
 - D. Crossing Andalusian and Arabian horses created the Lipizzaner breed.

6. What put the Lipizzaner horses in Austria in danger?
 - A. The Nazis wanted them to perform.
 - B. Vienna was being bombed during World War II.
 - C. Only a few of them were left in Austria.
 - D. Some of them were being smuggled away.

TEST C: SESSION 2: USING INFORMATION RESOURCES

Directions: In this section of the test you are asked to look at some reference materials and then use the materials to answer the questions on pages 83–85.

Your class is planning a trip to the circus when it comes to town next month. You and your friends have told the teacher that you will give a report to the class on clowns. Five different sources that relate to clowns have been included in this part of the test. These information sources and the page numbers where they can be found are listed below.

- | | |
|--|---------|
| 1. Excerpt from an Encyclopedia, Book C: “Clowns” | page 78 |
| 2. Excerpt from Website: “The Clowns Are Coming” | page 79 |
| 3. Excerpt from <i>How to Be a Clown</i> : “How to Perform like a Real Clown” | page 80 |
| 4. Excerpt from the Glossary for <i>Clowns: Past and Present</i> : “Words Related to Clowns” | page 81 |
| 5. Bibliography from <i>Clowns: Past and Present</i> | page 82 |

Directions: Skim pages 78–82 to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages 83–85. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. EXCERPT FROM AN ENCYCLOPEDIA, BOOK C: "CLOWNS"

Clowns make people laugh. They do this by wearing funny clothes and makeup, and acting in silly ways. Some other names for clowns are "buffoon," "jester," "Joey," "comic," and "fool."

Most people think clowns work only in the circus. However, that is not true. They appear in many different places. Clowns perform in rodeos, at street fairs, in hospitals, and even at birthday parties, as well as in the circus.

The first clowns were in ancient times. They were called "buffoons" and "fools." In the 1500s, they were called "jesters." The term, "clown," did not become popular until the 1800s. Nevertheless, whatever the name, the job was the same. Clowns tried to make people laugh.

The first circus clowns told jokes and sang songs. They did this while standing in front of the people. At that time, clowns were big stars in the circus. However, as many of the circuses grew larger, the job of the clowns changed. They were used to entertain people between the different acts of the circus. Groups of clowns would perform "a routine." As the people watched them, the props would be changed for the next circus act.

Today, there are four types of clowns. The two most famous are the "Auguste" and the "Whiteface" clowns. Auguste clowns wear bright makeup and baggy clothes. They act clumsy and dumb. Whiteface clowns wear white makeup and bright costumes. When the two clowns work together, the Whiteface clown is in charge. The Whiteface clown tells the Auguste clown what to do. The Auguste clown does the funny tricks.

There are also character clowns. These are the most realistic looking of the clown types. The most common character clowns are "tramps" or "hobos." They always look sad or lonely and wear ripped suits and have unshaven faces.

In recent years, a fourth type of clown has appeared. They are called "New Vaudeville" clowns. These clowns combine a number of skills in their acts. These might include mime, juggling, acrobatics, and magic tricks. They also will include some of the traditional clown actions.

2. EXCERPT FROM WEBSITE: "THE CLOWNS ARE COMING"

www.TheClownsAreComing.com

[Home](#) [About Us](#) [Clown Clothes](#) [Clown Jokes](#) [Clown Schools](#) [Clown Shopping](#) [Clown Towns](#)

The Clowns Are Coming

Clowns are people who make you laugh. They do this by wearing costumes, making up their faces, and acting foolishly.

Types of Clowns

Whiteface clown

This is the clown most people think of when they hear the word, "clown."

Main features

- uses mainly white make-up on face
- uses make-up to outline features on face
- wears either a small cap or a large wig
- has a large one-piece costume



Auguste clown

This clown is clumsy, cheerful, and likes to play silly jokes.

Main features

- wears big, mismatched, colorful and ill-fitting clothes
- wears brightly-colored wigs and silly hats
- uses flesh-tone colors with exaggerated colors on face
- wears a large and colorful nose



Character clown

This clown looks like a certain character. Most often, it is a tramp. However, it could be a hobo, cowboy, policeman, fireman, teacher, etc.

Main features

- assumes a "down-on-his-luck" or "carefree" approach to life
- costume looks tattered and torn but is always clean
- uses skin-tone make-up with eyes accented



[Home](#) [About Us](#) [Clown Clothes](#) [Clown Jokes](#) [Clown Schools](#) [Clown Shopping](#) [Clown Towns](#)

3. EXCERPT FROM *HOW TO BE A CLOWN*: “HOW TO PERFORM LIKE A REAL CLOWN”

Selecting the type of clown you want to be, getting a costume, and developing your act are the first steps in being a clown. However, to make people laugh, you will need to consider other things when you perform.

The following hints will help improve your performance as a clown.

Exaggerate your actions.

Good clowns make all their actions “bigger.” Whenever they walk, they take “bigger” steps. They make exaggerated facial movements when they speak. They even make a “big” issue of things like getting up or sitting down. People think these actions are funny, and they will laugh as you do them.

Think about how you can exaggerate your body movements when you are putting on your act. For example, what can you do when you walk onto the stage that will make your audience laugh? When you are doing an act, what big movements could you do to add to what you are doing on the stage?

Consider your audience.

First, decide what the people in your audience will think is funny. Then select those acts or skits that you know will make them laugh.

Remember, “play to your audience” during the show. Use exaggerated expressions and movements when you are performing. Remember also to pause often during your routine to give your audience a chance to laugh at your jokes.

Practice.

All successful clowns spend hours practicing their routines. Therefore, you will need to spend time practicing. Do your routine in front of a video camera. Say everything just as if people were watching. The first time you video your routine, stop at the end of each trick. Look at how you did. Analyze your actions and ask how they could be funnier. Do this with every part of your routine. When you have completed each act, then record your entire routine. Review it to see whether or not you are satisfied with what you did.

Remember, the more you practice your routine, the easier it will be to do it in front of an audience. Everyone is nervous in front of an audience. However, if you have practiced, you will begin to lose your nervousness soon after you have begun your routine.

1. Which resource has the **most** information about the different types of clowns?
 - A. encyclopedia, Book C
 - B. website excerpt, “The Clowns Are Coming”
 - C. glossary from *Clowns: Past and Present*
 - D. the book, *How to Be a Clown*

2. Which source provides some other names people have called clowns?
 - A. the book, *How to Be a Clown*
 - B. encyclopedia, Book C
 - C. website excerpt, “The Clowns Are Coming”
 - D. glossary from *Clowns: Past and Present*

3. Which book tells about what it is like to be a real clown?
 - A. *The Art of Being a Clown*
 - B. *Unusual Clowns*
 - C. *My Life as a Clown*
 - D. *The History of Clowns*

4. Gerry needs to do a report on female clowns. Which source would help her find information on her topic?
 - A. bibliography from *Clowns: Past and Present*
 - B. encyclopedia excerpt, “Clowns”
 - C. book excerpt from “How to Perform Like a Real Clown”
 - D. website excerpt, “The Clowns are Coming”

5. Jody wants to put on a clown show for her friends. Which source would tell her how to prepare for her show?
 - A. glossary from *Clowns: Past and Present*, “Words Related to Clowns”
 - B. website excerpt, “The Clowns are Coming”
 - C. excerpt from the book, *How to Be a Clown*: “How to Perform Like a Real Clown”
 - D. encyclopedia excerpt, “Clowns”

6. In which source should Jim look to learn about the four types of clowns?
 - A. website excerpt, “The Clowns are Coming”
 - B. encyclopedia excerpt, “Clowns”
 - C. excerpt from the book, *How to Be a Clown*, “How to Perform Like a Real Clown”
 - D. glossary from *Clowns: Past and Present*, “Words Related to Clowns”

