



# SHOW TIME



## Talk About It

What would you dramatize if you were putting on a class play? What type of music and dance would you include?



Find out more about stage performances at [www.macmillanmh.com](http://www.macmillanmh.com)

## Vocabulary

charismatic	significance
sleuthing	despondently
mimics	sponsoring
array	anonymous

## Analogies

Analogies compare two pairs of words. Sometimes analogies use **Synonyms**, words with similar meanings.

*Funny* is to *humorous* as *significance* is to *importance*.

# The Unusual Robot

by Wilson Jenkins

“Wow!” said Dominic as he finished reading the script for the school play.

“We’ve got a winner.”

Angela nodded. “Don’t you love that detective robot?” she asked. “She really is **charismatic**. What a winning personality!”

“How about the line where she says a detective’s job is **sleuthing**?” chimed in Bonnie.

“My favorite part is where she **mimics** the parrot. I mean a robot copying what a parrot says? It’s too funny,” said Carl.

The students chatted on about the **array** of different and colorful characters in the play. All the roles sounded good.

## A Problem

Each year the students produce a play for the community. The money they raise helps pay for a sixth-grade trip to Washington, DC. It is an event of great pride and **significance** to the students.

“This play will be expensive to do,” Ms. Tiroli warned the class. “We’ll need special scenery, costumes, and even music. You’ll have to figure out if you can do this play and have enough left for the trip.”

The students began to list their expenses. Then they subtracted that amount from





what they would probably earn selling tickets to the play.

“It’s not enough,” said Carl. “Can we charge more for the tickets?”

Dominic said, “People won’t come if we charge too much.”

Ms. Tiroli suggested holding a meeting the next day.

### Some Solutions

The students met and shared their ideas. One was to choose another play that didn’t cost so much. “Oh!” said Angela **despondently**. “I’d be so sad if we didn’t do *The Charismatic Robot*.”

“I have an idea,” piped up Paulo. “You know how some businesses in town are always **sponsoring** events for the high school sports teams? Maybe we can get them to sponsor our costumes.”

“Great idea!” said Bonnie.

The students decided to talk to some business owners.

### The Show Goes On

During the next few weeks, students were raising money, rehearsing the play, making posters, and selling tickets.

“We have enough to pay for all the materials,” announced Paulo. “We’ll list each sponsor in the program. None of them wants to be **anonymous**.”

“Well, wait until they see the play,” said Dominic. “They’ll probably ask us to do one a month!”

“Actually,” said Paulo, “they’re all hoping to find a charismatic robot to work for them.”

## Reread for Comprehension



### Monitor Comprehension

#### Draw Conclusions

A Conclusions Chart helps you to draw conclusions about information. When you draw a conclusion, look for facts or details about a character or event. Use these facts and logical reasoning to draw a conclusion.

Use the Conclusions Chart as you reread “The Unusual Robot.”

Text Clues	Conclusion