

Analogies

Teacher Guide



Suggestions for Using *Analogies: Book C*

This workbook introduces students to the analogy-solving process—a process which begs for class interaction. These exercises are not meant to be passive seatwork. It's important that students work with their peers to express questions and thoughts, as well as clarify reasoning.

Your active contributions are also invited. Probe your students' thinking and help them to support their conclusions. Reward creative thinking, but emphasize the logic inherent in valid analogies.

Besides using you and their peers as resources, students should be encouraged to turn to reference tools. Make dictionaries, encyclopedias, atlases, and other resource tools readily available for class use. Allowing this access to references will broaden the scope of the program, taking it from testing to discovery.

Organization of *Analogies: Book C*

The workbook is divided into three parts. Each part teaches and reinforces critical thinking skills in a sequential pattern.

Part One introduces the analogy form and a three-step process to solve analogies. The activities increase in difficulty, beginning with the recognition of obvious relationships in word groups and concluding with the completion of entire analogies.

Part Two introduces eighteen different categories of analogies. (While there are more types of analogies than those covered in this workbook, most of the major categories are included.) Each category is defined and explained, and a completed example is given. Then students are given six problems for each category. There is a review exercise after every sixth category.

Part Three reviews the eighteen types of analogies discussed in the book. The analogy categories are mixed within each exercise. Completing these reviews will help students prepare for most standardized tests.

Supplemental Activities

You may wish to supplement the exercises in *Analogies: Book C* with other activities. The following suggestions are designed to encourage students to actively generate answers, explore answers in depth, and build their own analogies.

Guidelines for these activities are open-ended. This allows you to adapt the ideas to your individual students and curriculum. Most of the activities could be done by small groups of students.

Constructive Learning

Allow students to construct their own analogies. They may base them on any category they wish, including those not found in the workbook. Here are some additional analogy types:

place-person

US : Bush :: UK : Blair

worker-article created

weaver : rug :: chandler : candle

natural-processed

wheat : flour :: hide : leather

product-source

resin : pine :: syrup : maple

new-old

car : carriage :: refrigerator : icebox

Encourage students to use content from other classes (social studies, math, science, art, and music) to build analogies. This activity can become especially effective if students are directed toward capturing difficult or subtle concepts.

Team Teasers

Have the students form teams to solve analogies written by other students. Give students a specified amount of time to complete the problems. The team that correctly completes the most analogies in the allotted time would score the most points. (To increase difficulty, you might wish to deduct points for incorrect answers.)

Charade Parade

Have students play charades based on analogies. The analogies could be written by one charade team and offered as challenges to another. (These could be randomly drawn from a box by the charade actor.) It might be helpful for the guessing team to know the analogy category before the analogy is acted out.

Unraveling Comparisons

In analogies with more complex word relationships, have students write an explanation of the comparison. Some examples that you can suggest to them are listed below. Also encourage students to develop their own topics.

Frederick Barbarossa : Germany :: King Arthur : England
anorexia : perfectionism :: paranoia : insecurity
Puck : Oberon :: Artful Dodger : Fagin
honor : samurai warriors :: true faith : Crusaders
Richard Burton : Middle East :: Marco Polo : China
barbed wire : Wild West :: dikes : The Netherlands
1969 Mets : baseball :: 1988 Jayhawks : basketball
Church of England : Catholic Church :: England : Italy
Van Gogh : painting :: Nijinsky : ballet

Round-Robin Addition

Have students construct analogies in a round-robin game. Students split into groups of five. Taking a sheet of paper, each student writes a word chosen at random and then passes the paper to another student. That student writes a word that is related to the first word.

The paper is passed to the next person, who supplies the third word by building on the relationship established in the first pair. Next the sheet is passed to a fourth person, who completes the analogy. Finally, the fifth person reads the completed analogy and identifies the category.

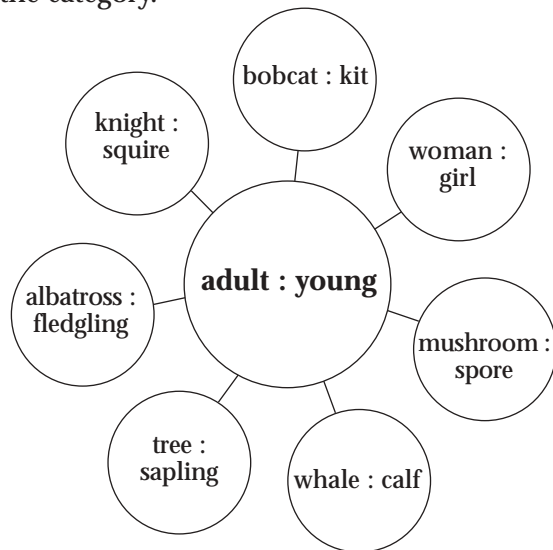
Since each group member begins a sheet at the same time, all players are involved throughout this activity.

Artful Analogies

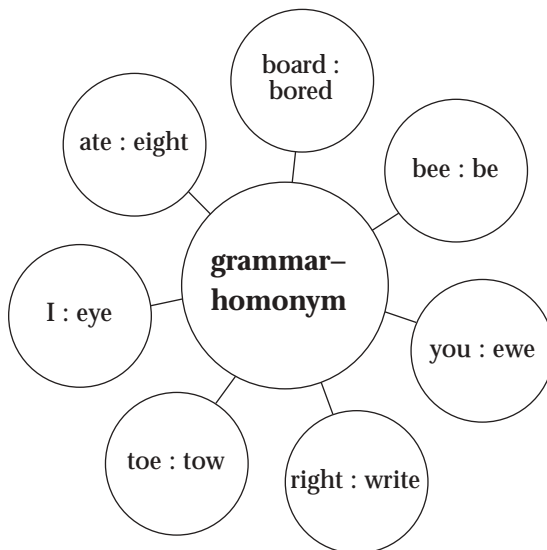
Invite students to draw analogies. No words should be used on these posters—only figures, shapes, or colors to represent ideas. Display these around the room.

Analogy Mapping

Demonstrate to students various mapping techniques to depict analogy relationships. Begin by constructing the diagram below on the board. In the center circle, write the type of analogy relationship. Then in the surrounding circles, fill in related word pairs that fall under the category.



You can refine this mapping design by writing the category and subject in the center circle. See the example below.



Once students understand this mapping technique, turn them loose to create their own diagrams. This can easily become a group project, with students researching and adding new word pairs over a course of time.

Response Key

Part One: Identifying Relationships

Labeling Groups (p. 6)

1. apple; citrus fruits
2. Chile; continents
3. squirrel; pets
4. hair; internal organs
5. hectic; synonyms for peace
6. bird; plural nouns *or* mammals
7. boxing; water sports
8. hen; male animals
9. Phoenix; states
10. stapler; cutting tools
11. wolf; baby animals
12. sandal; hats
13. Wednesday; months
14. shorts; winter clothing
15. hooves; parts of a bird

Identifying Categories (p. 7-8)

Answers for B are examples. Student responses will vary.

- | | |
|---|--|
| 1. A. time elements
B. months | 9. A. breeds of dogs that begin with "p"
(or any dog breeds)
B. Pekinese (or collie) |
| 2. A. soft drink brands
B. Dr. Pepper | 10. A. colors
B. orange |
| 3. A. family members
B. sister | 11. A. sports played with a ball
B. soccer |
| 4. A. school subjects
B. English | 12. A. geometric shapes
B. square |
| 5. A. U.S. state capitals
B. Springfield | 13. A. joints
B. elbow |
| 6. A. countries
B. Poland | 14. A. musical instruments
B. French horn |
| 7. A. multiples of three
B. fifteen | 15. A. rivers
B. Thames |
| 8. A. body coverings
B. fur | |

Completing Word Pairs (p. 10–11)

Answers will vary.

Explaining Relationships (p. 12–13)

Answers will vary; here are some possible responses.

1. A colt is a young horse.
2. Houston is a city in Texas.
3. Carelessness can cause an accident.
4. A robin is a type of bird.
5. Warm is a lesser degree of hot.
6. Romeo was in love with Juliet.
7. Doesn't is a contraction of does not.
8. You wear a shoe on your foot.
9. Batman is an enemy of the Joker.
10. A scientist works in a laboratory.
11. Monday comes before Tuesday.
12. Happy is a synonym for glad.
13. A toe is part of a foot.
14. A buck is male deer and a doe is a female deer.
15. Walt Disney created Mickey Mouse.

Whole Analogies (p. 17–20)

1. B; A mammal uses lungs to breathe as a fish uses gills to breathe.
2. B; Mozart created music as Houdini created magic.
3. C; Bill is a nickname for William as Sue is a nickname for Susan.
4. B; A colt is a young horse as a calf is a young whale.
5. D; Halloween is in October as Christmas is in December.
6. B; A watch can be kept on a wrist as a clock can be kept on a wall.
7. A; Soccer is played with a ball as hockey is played with a puck.
8. C; Early is the opposite of late as sunrise is the opposite of sunset.
Or early comes before late as sunrise comes before sunset.
9. B; Toronto and Montreal are Canadian cities as San Diego and Dallas are both U.S. cities.
10. C; Child is the singular form of children as horse is the singular form of horses.
11. A; Huskies are used for transportation in the Arctic as camels are used for transportation in the Sahara.
12. A; Soccer points are scored by making a goal as football points are scored by making a touchdown.
13. B; Clinton was first elected president in 1992 as Bush was first elected president in 2000.
14. A; Happy is a mild form of elated as hungry is a mild form of famished.
15. B; Duke is male and duchess is female as prince is male and princess is female.