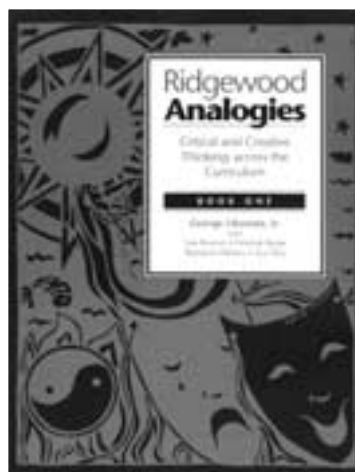
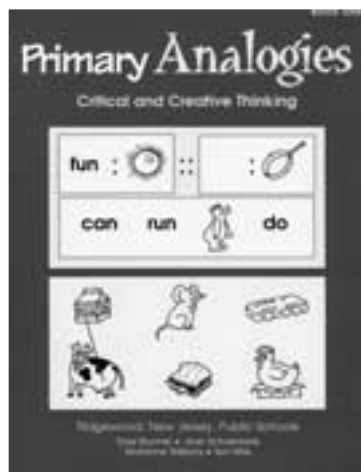


Analogyes

Sampler for grades K–12

- ◆ Sharpen reasoning skills
- ◆ Develop critical thinking
- ◆ Understand relationships
- ◆ Learn new vocabulary
- ◆ Prepare for standardized tests



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EDUCATORS PUBLISHING SERVICE

Analogies

for grades K–12

Primary Analogies

Grades K–1, 2, 3

Developed by teachers in the Ridgewood, New Jersey Public Schools *Primary Analogies*, Books 1, 2, and 3, teaches primary students to think analytically with picture and simple word analogies—a program rarely done before at this earliest level. Students are introduced to the concept of analogies with a pre-analogy section that gives practice finding similarities, categorizing, making comparisons, and using Venn diagrams.

Analogies in this program gradually progress from picture analogies to those that include letters, and finally to simple word analogies. In the culminating All-Star Level, students make up their own analogies by choosing from labeled pictures and writing an explanation of how the pictures go together.

Primary Analogies groups analogical relationships into five categories: descriptive, comparative, categorical, serial, and causal, with three levels of difficulty within each category.

Ridgewood Analogies

Grades 4–8

Book 1, for fourth grade, teaches students how to solve analogies that exemplify five kinds of relationships: descriptive analogies, comparative analogies, categorical analogies, serial analogies, and causal analogies. Book 2, for fifth grade, and Book 3, for sixth grade, follow the same format, but use more difficult vocabulary. Organized by subject areas, Books 4 and 5, for seventh and eighth grade, contain analogies in **Geography, History and Government, Language Arts, and Math**. Students use their learning in these areas to solve analogies that are challenging as well as interesting.

Each kind of analogy is introduced and reinforced through the following four levels:

- ◆ Novice: Students are given an analogy and find the analogy that corresponds to it.
- ◆ Apprentice: Students complete an analogy by choosing a word from a Word Bank.
- ◆ Masters: Students choose two words from the Word Bank to complete an analogy.
- ◆ Super Masters: Students are given a relationship to create two analogies that correspond to one another.

Both Primary Analogies and Ridgewood Analogies are based on the curriculum Ridgewood teachers have been using with their elementary school students for over ten years.

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Analogies 1, 2 & 3

Grades 7–12

Analogies 1, 2, and 3 teach the techniques for solving analogies and provide ample practice. Written in a clear conversational style, each of the three books in this series consists of the following three parts:

Part 1 teaches clear, step-by-step approaches to solving analogies. Students learn to master analogy problem-solving by studying techniques such as

- ◆ creating “bridge sentences” to find relationships
- ◆ looking out for words with more than one meaning
- ◆ solving two-step analogies
- ◆ learning about the most common kinds of analogies

These techniques are taught in-depth in Book 1 and are reviewed in Books 2 and 3.

Part 2 gives practice applying the techniques taught in Part 1 with fifteen to twenty units of analogies.

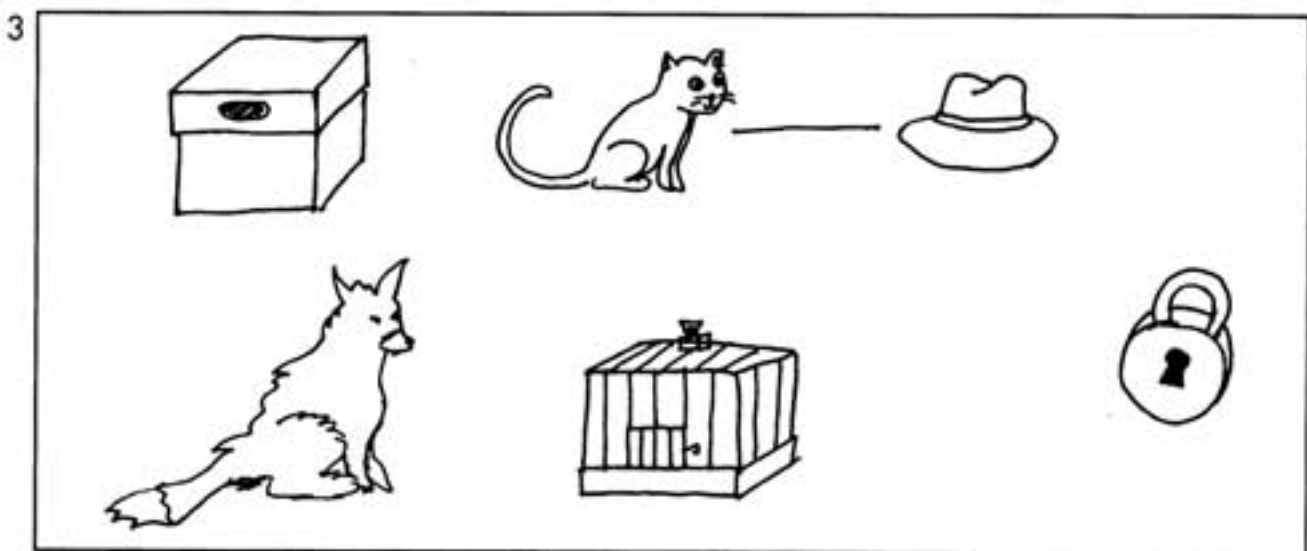
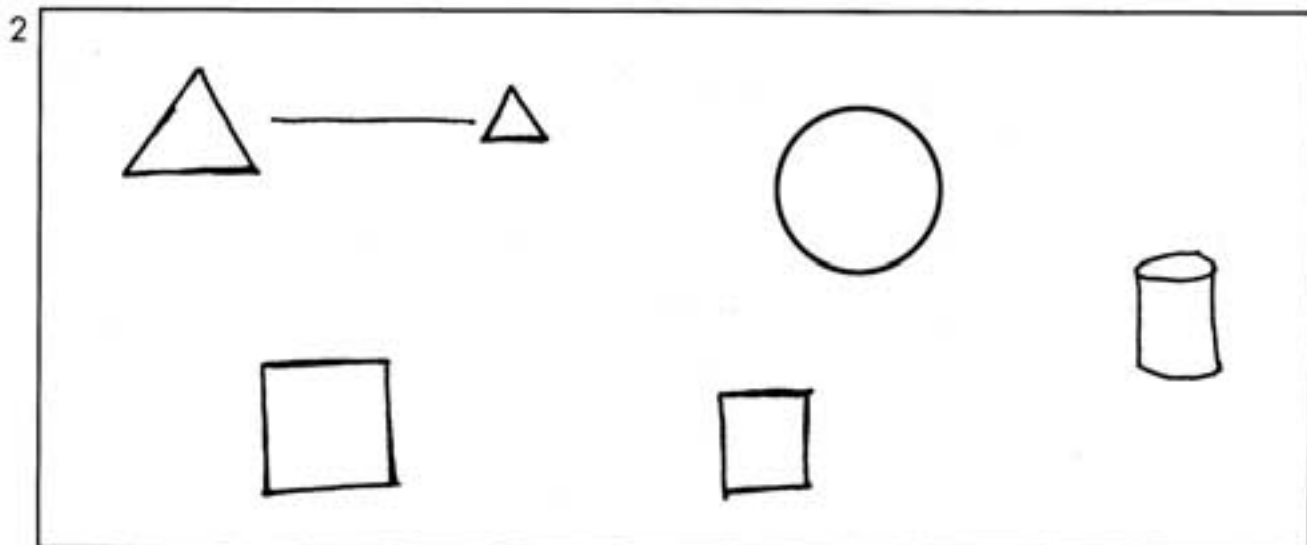
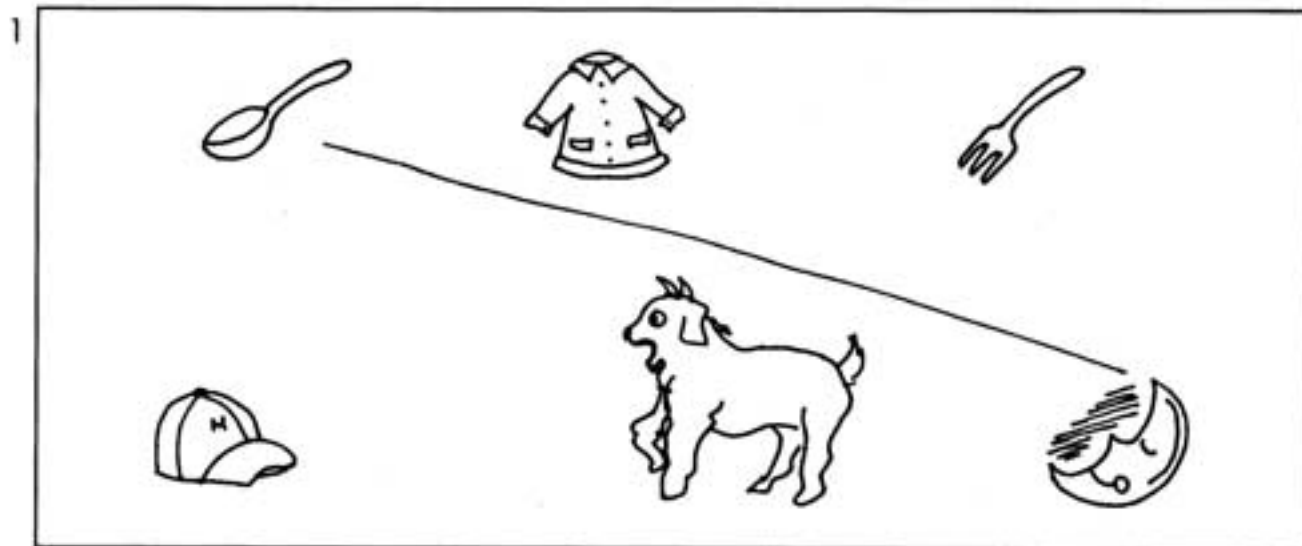
Part 3 increases students’ vocabulary with a glossary of three to four hundred of the most difficult words used in the analogy exercises in Part 2.

Quiz booklets, with perforated pages for photocopying, are also available to test both vocabulary and analogy problem-solving skills.

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In each box, a line connects two pictures that go together. Draw a line to connect two other pictures in the box that go together in the same way.



A line connects two items in each box. Draw a line to connect two other items in the box that go together in the same way.

1

tree bite sting

2

10 1 6
4 8 9

3

egg nest dam

4

babies candies puppies

Find an item in the Word Bank to put in the empty box so both pairs go together in the same way. Write the relationship phrase in the space below.

3

: **Jupiter** :: **Earth** :

4

egg : :: **flour** :

5

crawl : **walk** :: : **run**

6

5 × 2 : **5 × 3** :: **4 × 1** :

WORD BANK	
omelet	Sun
4 × 0	skip
beat	talk
race	4 × 2

All Stars. Use the words in the Word Bank to make up your own analogies. Then write the relationship phrase that tells how the words go together.

WORD BANK		
turtleneck	car	person
pants	sidewalk	jeans
street	dairy	milk
bread	shirt	bakery

1. _____ : _____ :: _____ : _____

Relationship phrase - _____

2. _____ : _____ :: _____ : _____

Relationship phrase - _____

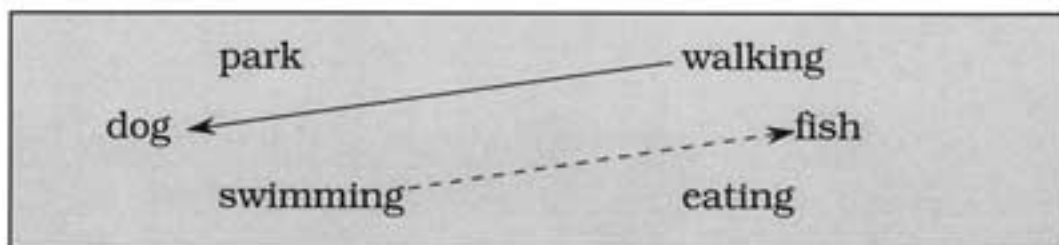
3. _____ : _____ :: _____ : _____

Relationship phrase - _____

A **descriptive analogy** shows a relationship between two sets of elements, in which one element of each set describes a characteristic, property, part, function, structure, use, position, or location of the other.

For example, in the sample "Walking is to dog as swimming is to fish," *walking* describes what a *dog* does—the movement or function of a *dog*—and *swimming* describes what a *fish* does—the movement or function of a *fish*.

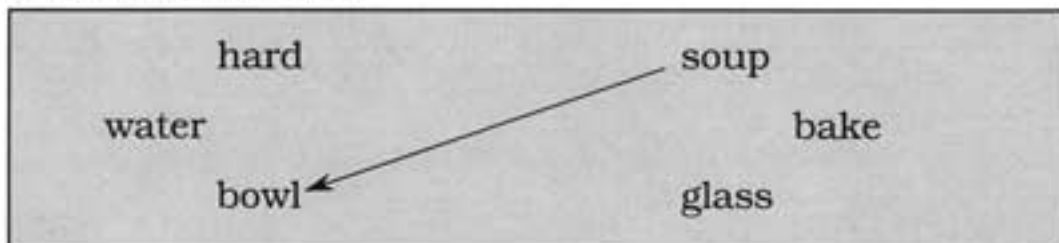
SAMPLE:



The relationship phrase is: *is the movement of*. **Walking** is the movement of a **dog**, just as **swimming** is the movement of a **fish**.

DIRECTIONS: In the boxes below, two words that go together in a particular way are connected by an arrow. Find two other words in the box that go together in the same way and connect them with an arrow.

1.



Write the relationship phrase you used to complete this analogy.

2.



Write the relationship phrase you used to complete this analogy.

DIRECTIONS: Look at the words that are given in each incomplete analogy. Find and combine two words from the Word Bank to make the two pairs of words go together in the same way. Words in the Word Bank can be used more than once.

WORD BANK				
animal	cannon	cool	cup	dusk
frown	gallon	gash	giant	glance
Halloween	hot	injury	lake	lion
liquid	marble	midnight	needle	nick
pint	shout	puddle	secret	stare
surprise	sword	Thanksgiving	time	whisper

SAMPLE: fifth : sixth :: **Halloween** : **Thanksgiving**

The relationship phrase is: *comes before*.

Fifth comes before **sixth**, just as **Halloween** comes before **Thanksgiving**.

1. dawn : noon :: _____ : _____

Write the relationship phrase you used to complete this analogy.

2. _____ : _____ :: tear : shred

Write the relationship phrase you used to complete this analogy.

3. thimble : _____ :: _____ : baseball

Write the relationship phrase you used to complete this analogy.

4. hill : mountain :: _____ : _____

Write the relationship phrase you used to complete this analogy.

5. _____ : _____ :: peck : bite

Write the relationship phrase you used to complete this analogy.

6. _____ : _____ :: milliliter : liter

Write the relationship phrase you used to complete this analogy.

7. pistol : _____ :: knife : _____

Write the relationship phrase you used to complete this analogy.

8. lukewarm : _____ :: _____ : frigid

Write the relationship phrase you used to complete this analogy.

9. _____ : shock :: _____ : shout

Write the relationship phrase you used to complete this analogy.

10. pixie : _____ :: kitten : _____

Write the relationship phrase you used to complete this analogy.

DIRECTIONS: Look at the words in each incomplete analogy. Choose two words from the Word Bank to make two pairs of words that go together in the same way. Words in the Word Bank can be used more than once.

WORD BANK				
allow	annoy	applaud	mob	clawed
command	complain	conclude	consent	content
crowd	deny	flair	flawed	frail
gaggle	heart	imprecise	irritate	order
perfect	permit	plain	plate	prevent
sane	seine	slain	steel	teacher

SAMPLE: perplex : confuse :: irritate : annoy

The relationship phrase is: *is a synonym for.*

Perplex is a synonym for **confuse**, just as **irritate** is a synonym for **annoy**.

1. deny : _____ :: _____ : permit

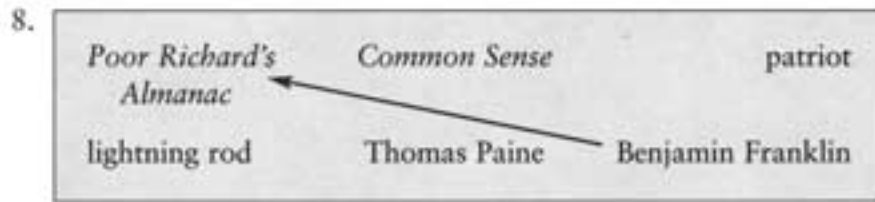
Write the relationship phrase you used to complete this analogy.

2. slain : snail :: _____ : _____

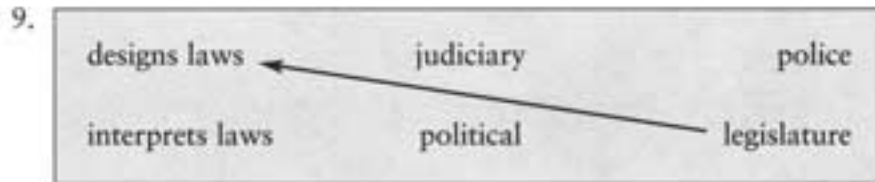
Write the relationship phrase you used to complete this analogy.

3. flawless : _____ :: protest : _____

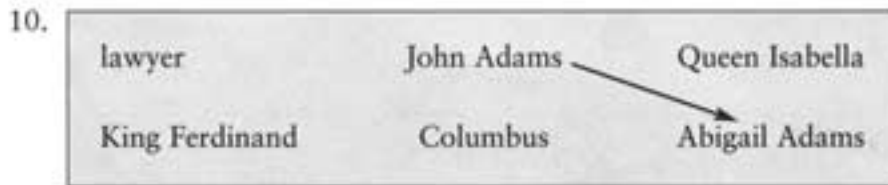
Write the relationship phrase you used to complete this analogy.



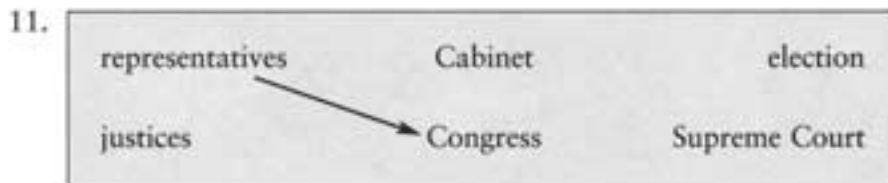
relationship phrase:



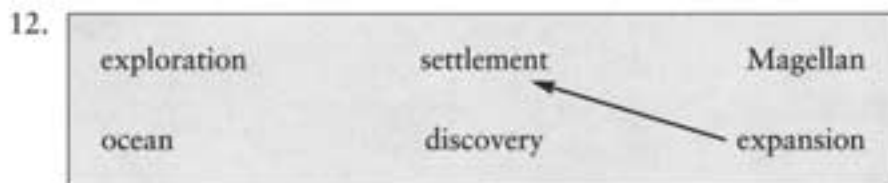
relationship phrase:



relationship phrase:



relationship phrase:



relationship phrase:

WHAT IS A BRIDGE-SENTENCE?

Now let's take a closer look at making up sentences for the key words in an analogy problem. The sentences that we made in the last section formed something like a bridge between the two key words. Just as a bridge joins two shores of a river, each of our sentences joined the key words in a simple sentence that made sense. That's why we call this type of sentence a *Bridge-Sentence*.

Using the Key Words in Reverse Order

Sometimes it's easier to construct a bridge-sentence by reversing the order of the key words. For example, if you are given the key words BLACKBOARD : CHALK, you might make up a bridge-sentence with the key words reversed. It would read like this:

You use chalk on a blackboard.

Here are some examples of two different ways to construct bridge-sentences for key words:

Key Words	Sentences
RADIO : MUSIC	<i>A radio plays music.</i> or <i>Music is played on a radio.</i>
TYPEWRITER : KEYS	<i>A typewriter has keys.</i> or <i>Keys are part of a typewriter.</i>
NECKLACE : BEADS	<i>A necklace is made up of beads.</i> or <i>Beads make up a necklace.</i>
HAMMER : CARPENTER	<i>A hammer is used by a carpenter.</i> or <i>A carpenter uses a hammer.</i>
WRESTLER : POWERFUL	<i>A wrestler is powerful.</i> or <i>The word powerful describes a wrestler.</i>

Now let's look at the complete analogy problem containing the key words BLACKBOARD : CHALK.

Problem

BLACKBOARD : CHALK : :

- a. music : song
- b. grass : lawn
- c. ink : pen
- d. nail : wood
- c. paper : pencil

Bridge-Sentence: *You use chalk on a blackboard.*

Remember, since the order of the words is reversed in the bridge-sentence for the key words, the order of the words in all the choices must also be reversed when you make up bridge-sentences for them.

Sentences

- a. *You use a song on music.*
- b. *You use a lawn on grass.*
- c. *You use a pen on ink.*
- d. *You use wood on a nail.*
- e. *You use a pencil on paper.*

Answer: (e) paper : pencil

Analyses

- No. This is not true.
- This doesn't make sense, either.
- Never.
- No. You use a nail on wood.
- Yes. This makes sense.

Here's another analogy problem.

Problem

ENEMY : FEUD : :

- a. meal : eat
- b. knowledge : study
- c. scene : observe
- d. thief : respect
- e. rival : quarrel

You might try a bridge-sentence like this:

An enemy is a person with whom you feud.

That's okay, but if you find the phrasing a bit awkward, you reverse the key words, as is done in the following sentence.

Bridge-Sentence: *You feud with an enemy.*

Sentences

- a. *You eat with a meal.*
- b. *You study with knowledge.*
- c. *You observe with a scene.*
- d. *You respect with a thief.*
- e. *You quarrel with a rival.*

Analyses

- No. You eat a meal, but you don't eat *with* a meal.
- When you study you are usually seeking knowledge that you do not have. This sentence, therefore, does not seem like a good choice.
- No. You observe a scene.
- This sentence doesn't make sense.
- This fits the pattern of the bridge-sentence exactly, so this is the best choice.

Answer: (e) rival : quarrel

UNIT C

Directions: Circle the pair of words that most nearly expresses the relationship of the pair of key words in capital letters.

- | | | |
|---|--|---|
| 1. BASEBALL : BAT : :
a. basketball : hoop
b. soccer : goal
c. football : team
d. swimming : pool
e. hockey : stick | 8. CELEBRATION : JUBILEE : :
a. Sunday : Monday
b. video : audio
c. bath : tub
d. university : college
e. flame : holocaust | 15. UNCLEAR : STATEMENT : :
a. audacious : certainty
b. animated : attitude
c. vague : idea
d. uncertain : feeling
e. withdrawn : personality |
| 2. SHOUT : WAIL : :
a. laugh : smile
b. nap : doze
c. cough : sneeze
d. whisper : mumble
e. yell : moan | 9. PLAYWRIGHT : DRAMA : :
a. poet : prose
b. novelist : fiction
c. police officer : crime
d. mason : wall
e. architect : plan | 16. TEACHER : FACULTY : :
a. clergy : priesthood
b. detective : crime
c. baritone : opera
d. sailor : crew
e. emissary : mission |
| 3. ORCHARD : FRUIT : :
a. prairie : wheat
b. pasture : sheep
c. desert : sun
d. ocean : waves
e. plot : grass | 10. GRAVE : CHEERFUL : :
a. circular : rotund
b. downhearted : delighted
c. solid : palpable
d. buxom : fat
e. latitude : longitude | 17. LAUD : HERO : :
a. defame : friend
b. denounce : traitor
c. anticipate : action
d. commend : actor
e. fear : ally |
| 4. FULL : OVERFLOWING : :
a. frigid : cold
b. wet : drenched
c. hot : warm
d. dull : sharp
e. crowd : mob | 11. FIRM : CONVICTION : :
a. cheerful : personality
b. ambivalent : feeling
c. antisocial : friendship
d. seeded : field
e. jolly : cheerful | 18. DISPARAGE : INSULT : :
a. condone : oppose
b. acquit : condemn
c. divulge : reveal
d. denigrate : vilify
e. denounce : agree |
| 5. MASSIVE : SMALL : :
a. shack : cave
b. uncle : nephew
c. piano : organ
d. inlet : bay
e. giant : dwarf | 12. GROTTO : CAVE : :
a. alcove : corridor
b. dormitory : corridor
c. garret : attic
d. escalator : staircase
e. strut : hinge | 19. ARCTIC : FRIGID : :
a. tropical : torrid
b. astronomical : distant
c. moderate : temperate
d. wet : damp
e. flammable : blazing |
| 6. PIN : PUNCTURE : :
a. wood : hammer
b. finger : point
c. clamp : grip
d. knife : stab
e. rock : shatter | 13. MEMBER : CLUB : :
a. helmsperson : ship
b. star : constellation
c. actor : play
d. squad : platoon
e. earth : moon | 20. ARIA : OPERA : :
a. laughter : comedy
b. soliloquy : drama
c. waltz : dance
d. finale : operetta
e. blues : jazz |
| 7. SEED : PLANT : :
a. embryo : person
b. grass : hay
c. business : corporation
d. root : tree
e. shop : store | 14. LAZY : SHIFTLESS : :
a. calm : irritable
b. objective : impartial
c. drowsy : sleepy
d. jolly : sad
e. indolent : animated | |