



## Analogy

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## Analogies

Learning Target: identify the relationship between words in different types of analogies.

### ENTRY POINT 1: Identifying Analogies

20  
mins.

#### TEACH: Explain Analogy

#### Steps

- Display the following four words on the board:
    - *ink, pen, petal, flower*
  - Ask students which of these words have something in common.
  - Discuss the relationship between a pen and ink and a petal and flower.
  - Add colons to the words as indicated below:
    - *ink : pen :: petal : flower*
  - Explain that this is an *analogy*.
  - Tell students that understanding the relationship between words is important in understanding anything that they read.
  - Distribute Types of Analogies (S-1). Display a copy, keeping the bottom half covered.
  - Explain each type of analogy, starting with synonym, using the examples provided.
  - Have students write their own definition and draw a symbol to represent the relationship.
- 
- Explain bridge statements.
  - Uncover the second half of Types of Analogies (S-1).
  - Tell students that they will write a bridge statement for each example. These examples are the same as those used in the examples for types of analogy relationships.
  - Model the first bridge statement for students.
  - Ask students to call out or volunteer to complete the bridge statements for the other analogies. Finish all the examples as a group.

#### Academic Content

#### Look for:

- pen and ink, petal and flower
  - Ink is part of a pen, and a petal is part of a flower.
- 
- **analogy** – a comparison, often of two pairs of words that are somehow related that follow the pattern A is to B as C is to D
- 
- synonym – the words mean the same thing
  - antonym – the words have opposite meanings
  - part to whole – the first word is one part of the second word
  - function – the first word does or is used to do the second word
  - description – the first word is described by the second word
- 
- bridge statement – a sentence that explains the relationship between two words in an analogy
- 
- #### Key
- Jump is similar to leap as end is similar to finish.
  - Hot is opposite of cold as wet is opposite of dry.
  - Spine is part of cactus as nose is part of face.
  - Scissors are used to cut as brushes are used to paint.
  - Wheel is described as round as candy is described as sweet.

## Analogies

### GUIDE: Identify Analogies

#### Steps

- Distribute Identifying Analogies (S-2).
- Divide students into pairs or small groups.
- Tell students to work together to determine which word goes in the blank for each analogy and to write a bridge statement for each analogy.

#### Modify

Complete the first one or two analogies together to help struggling students or pull a small group to work with.

- Once students finish, go over the answers as a class. Have volunteers share their answers and discuss as a class.

#### Academic Content

#### Key

- collie – Parrot is similar to raven as poodle is similar to collie.
- plane – Car is used to drive as plane is used to fly.
- tall – Skyscraper is described as tall as cowboy is described as rugged.
- hero – Roller coaster is described as exciting as hero is described as brave.
- steering wheel – Seat is part of bicycle as steering wheel is part of car.

### MONITOR: Practice Independently

#### Steps

- Have students work independently to complete questions 6-10 of Identifying Analogies (S-2).
- Walk around and help as needed.

#### Academic Content

#### Key

- melting – Freezing is opposite of melting as joyful is opposite of depressed.
- climb – Key is used to unlock as ladder is used to climb.
- beach – Beach is part of coast as peak is part of mountain.
- zipper – Flour is part of cupcake as zipper is part of jeans.
- castle – Screen is part of cell phone as tower is part of castle.



## S-1: Types of Analogies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete the chart with your own definition and a symbol for each word relationship.

Type	Symbol	Definition	Example
synonym			jump : leap :: end : finish
antonym			hot : cold :: wet : dry
part to whole			spine : cactus :: nose : face
function			scissors : cut :: brushes : paint
description			wheel : round :: candy : sweet

### Bridge Statements

Complete each bridge statement using what you know about the relationship of the words in the analogy.

1. Jump \_\_\_\_\_ leap as end \_\_\_\_\_ finish.
2. Hot \_\_\_\_\_ cold as wet \_\_\_\_\_ dry.
3. Spine \_\_\_\_\_ cactus as nose \_\_\_\_\_ face.
4. Scissors \_\_\_\_\_ cut as brushes \_\_\_\_\_ paint.
5. Wheel \_\_\_\_\_ round as candy \_\_\_\_\_ sweet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## S-2: Identifying Analogies

Complete each analogy using one of the words in the Word Bank. Then write the bridge statement using what you know about word relationships.

Word Bank				
castle	zipper	tall	climb	plane
steering wheel	melting	beach	collie	hero

1. crow : parrot :: poodle : \_\_\_\_\_

Bridge statement: \_\_\_\_\_

2. car : drive :: \_\_\_\_\_ : fly

Bridge statement: \_\_\_\_\_

3. skyscraper : \_\_\_\_\_ :: cowboy : rugged

Bridge statement: \_\_\_\_\_

4. roller coaster : exciting :: \_\_\_\_\_ : brave

Bridge statement: \_\_\_\_\_

5. freezing : \_\_\_\_\_ :: joyful : depressed

Bridge statement: \_\_\_\_\_

6. key : unlock :: ladder : \_\_\_\_\_

Bridge statement: \_\_\_\_\_

7. \_\_\_\_\_ : coast :: peak : mountain

Bridge statement: \_\_\_\_\_

8. frosting : cupcake :: \_\_\_\_\_ : jeans

Bridge statement: \_\_\_\_\_

9. screen : cell phone :: tower : \_\_\_\_\_

Bridge statement: \_\_\_\_\_

10. seat : bicycle :: \_\_\_\_\_ : car

Bridge statement: \_\_\_\_\_



## Analogies

### NEXLEVEL: Extending the Lesson



#### Create

- Assign students an analogy. Each student must create a visual representation of that analogy that does not use words. They could sculpt something out of clay, draw an image, etc. Then have students present their creations to the class.



#### Write

- Have students write their own analogies to share with the class. These could be individual sentences or included as part of a larger creative writing task. Display analogy ideas and hints so that students have somewhere to start.



#### Gamify

- *I Have. Who Has?*  
Create two sets of cards: one that has incomplete analogies and one that has corresponding words to complete the analogies. There should be enough cards so that every student playing the game gets both a word card and an incomplete analogy card (these should not match).
- Pick someone to start. They will say, "Who has . . ." and read their incomplete analogy card. The student with the word that completes the analogy will stand up and say, "I have . . ." and the answer. Then that student will say, "Who has . . ." and read their incomplete analogy card. Continue until everyone has gone and all analogies are complete.



#### Research

- Have students research a topic that is important to them. Then have them use analogies to explain the topic to the class. This can be an oral presentation, a slideshow, or a poster.