



## ANALOGIES MATCH-UPS A & B

PRODUCT CODES: **460 & 465**

### PRODUCT CONTENTS

21 cover-weight sheets (18 sets)

7 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last two pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# VOCABULARY

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Vocabulary, or the repertoire of words that an individual knows and uses to communicate, is a key component of effective reading from the earliest stages. Consider a young student doing a phonics exercise. If the child blends the letters correctly, but is not familiar with the word (/t/ /a/ /n/ = tan), then the word is not recognized. Beginning readers have more success when reading words that are part of their oral vocabularies. Those with limited vocabularies struggle with phonics and other reading tasks.

Vocabulary is also central to comprehension. Students cannot understand what they are reading if they do not know what the words mean. Additionally, comprehension degrades proportionally to unknown vocabulary.

Most words are learned indirectly, or through everyday language experiences. Humans learn words as they communicate. Interactions with adults are the best way for children to expand their vocabularies. Through sharing of events and books, adults provide knowledge and stimuli that children need. Once individuals are fluent readers, books and other types of written communication are optimal for expanding vocabulary and concepts.

Since experience is the most critical factor in the development of concepts and vocabulary, children who come from environments rich in language and stimulation fare better in school. Their backgrounds improve their ability to communicate, conceptualize, think abstractly, and categorize. But for many of today's students, educators must provide more language foundation than in the past.

Despite the fact that most vocabulary is acquired indirectly, research suggests that vocabulary can be improved with explicit instruction. Word-development strategies are applicable to all types of vocabulary: listening, speaking, reading, and writing.

Direct instruction helps students to learn words that have not been mastered from life experiences. It can be provided through oral discussion that familiarizes students with vocabulary words. Often oral word instruction is offered before a story or text lesson is read. These introductory vocabulary lessons also aid comprehension. The discourse teaches the words and lays groundwork for the content that is to be covered. If students are to remember the words and make them part of their working vocabularies, they need repeated exposure and additional practice using the words over an extended period of time.

Obviously teachers cannot teach students all the words they do not know, so students must learn how to proceed when they encounter unknown words. They can be taught strategies for dealing with difficult vocabulary words. Often context can provide clues to help students determine the meaning of a word. They can also use affixes and roots to analyze words to ascertain meaning. Of course, dictionaries or other reference materials can provide definitions, but due to time involved in looking up unknown words, students are less likely to use these.

Finally, direct instruction can expand general word knowledge. Lessons can teach students both words and specific strategies. Ambiguities of the English language make learning words a challenge. Multiple meanings, spellings, and pronunciations confuse students and can hinder verbal or written communication. Students need to develop awareness of synonyms, antonyms, homonyms, and heteronyms. Direct instruction is necessary if students are to master these concepts and related vocabulary words.

Reading Manipulatives vocabulary products build word knowledge with intuitive, holistic manipulatives and include cloze sentences to assure that students use words properly in context. Students learn to utilize prefixes, suffixes, and Latin root words as meaning-analysis devices. Synonym substitution, a powerful writing strategy, is taught, as well as compound words. Word class and relationship analysis expand vocabulary and thinking skills, and analogy manipulatives teach these concepts. Multilevel materials can advance vocabulary in students of all ages and abilities. Hands-on approaches are superb for expanding vocabulary and usage concepts.

# USING ANALOGIES MATCH-UPS

Analogies are a type of word puzzle containing two pairs of words, both of which are based on the same type of relationship. The first pair of words is given, along with the first word of the second pair. Students must determine the relationship that exists between the first pair of words and then complete the second pair with a word following the same pattern. These examples show types of relationships and analogy form:

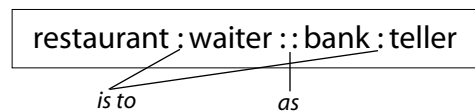
- synonyms – incorrect : wrong :: good : terrific
- example to category – trapezoid : shape :: yen : currency
- object to composition – antennae : metal :: mirror : glass

An analogy must always have parallel structure. For instance, if the relationship is part to whole (mattress to bed), the second pair cannot be whole to part (sofa to cushion). It would have to be: *mattress is to bed as cushion is to sofa*.

Analogies are outstanding for developing vocabulary and reasoning abilities. Identifying the relationship that exists between words pairs in the analogy adds an interesting and challenging variation to vocabulary development. Additionally, this is a common testing format that students need to learn.

## ANALOGIES SETS

Analogies in Reading Manipulatives products use codes to stand for *is to* (:) and *as* (::). The example to the right is read as: *restaurant is to waiter as bank is to teller*.



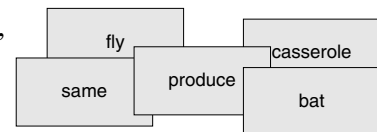
To make the sets more challenging, each analogy in the set contains a potential miss, along with the match. This makes it difficult to guess the answer without figuring out the analogy relationship.

## STEPS FOR SOLVING ANALOGIES

In solving an analogy, the first step is to read the given analogy in a sentence. In the case of the first analogy on the right, this would be: *orange is to fruit as spinach is to \_\_\_\_\_*. Next, verbalize the relationship that exists between the first two words: *An orange is a type or kind of fruit*. Extend that relationship to the next word: *Spinach is a type or kind of \_\_\_\_\_*. Vegetable is correct because it is the food group for spinach. Produce does not fit since it includes both fruits and vegetables, and it is not a food group.

When students encounter words that they do not know, encourage them to use a thesaurus or dictionary to look them up. For instance, in the final example, if students do not know what a torte is, they would not be able to select the correct match. In general, students should know the meaning of the words. The challenge is figuring out the relationships.

orange : fruit :: spinach :	vegetable
hop : rabbit :: prance :	horse
tiny : gigantic :: identical :	different
insect : mosquito :: bird :	parrot
coffee : beverage :: torte :	dessert



EXTRA WORDS (POTENTIAL MISSES)

## TYPES OF ANALOGY RELATIONSHIPS

The answer keys specify the relationship that exists in each analogy. Each set has 10 analogies. Most sets have 3 synonyms and 1 antonym. These help to build vocabulary. The other 6 matches contain a variety of relationships. On the following page, examples are given.

The principal difference between levels A and B is the vocabulary level. However, there are some easier and more obvious relationships in level A and some more challenging ones in level B.

# ANALOGY RELATIONSHIPS

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## SYNONYMS

delicate : fragile :: miserable : unhappy A  
 spiteful : vindictive :: grotesque : hideous B

## ANTONYMS

generous : stingy :: artificial : genuine A  
 humble : arrogant :: intermittent : continual B

## HOMONYMS

pair : pear :: merry : marry A  
 waive : wave : shoot : chute B

## CATEGORY TO EXAMPLE

insect : mosquito :: bird : parrot A  
 organ : kidney :: disease : tuberculosis B

## WHOLE TO PART

hand : finger :: computer : keyboard A  
 word : syllables :: poem : stanzas B

## PART OF SPEECH

boys : noun :: swim : verb A  
 tomorrow : adverb :: awkward : adjective B

## PRESENT TO PAST (IRREGULAR)

forget : forgot :: stand : stood A  
 teach : taught : leave : left B

## ADJECTIVE TO NOUN

canine : dog :: feline : cat A  
 nocturnal : night :: lunar : moon B

## ACTION TO OBJECT

toss : hand :: kick : foot A  
 poach : eggs :: saute : vegetables B

## ANIMAL TO SKIN COVERING

human : skin :: reptile : scales A

## ANIMAL TO GROUP

lions : pride :: ants : colony B

## ANIMAL TO HABITAT

monkey : jungle :: buffalo : plains A

## ANIMAL TO MEAT PRODUCT

pig : pork :: cow : beef A  
 deer : venison :: sheep : mutton B

## CAUSE AND EFFECT

fire : heat :: wound : blood A  
 collision : damage :: crime : punishment B

## BODY PART TO JOINT

hand : wrist :: foot : ankle A

## CONTENT TO PRODUCT

pulp : paper :: hemp : rope B

## CONTINENT TO ANIMAL

Australia : kangaroo :: China : panda A  
 U. S. : buffalo :: Mexico : chihuahua B

## OBJECT TO FUNCTION

clock : time :: thermometer : temperature A  
 barometer : pressure :: odometer : mileage B

## CUTTER TO OBJECT

scissors : fabric :: saw : lumber A  
 chain saw : tree :: scalpel : skin B

## DEGREE

hot : warm :: cold : cool A  
 call : scream :: prick : impale B

## EQUIPMENT TO SPORT

racket : tennis :: club : golf A  
 puck : hockey :: cue : billiards B

## ETHNIC ORIGIN TO FOOD

Italian : spaghetti :: Mexican : taco A  
 Chinese : chop suey :: Greek : hummus B

## ITEM TO COMPOSITION

needle : metal :: windshield : glass A

## OBJECT TO ACTION

crane : lift :: tugboat : pull A  
 grater : shred :: drill : bore B

## OBJECT TO COMPOSITION

pillow : feathers :: mittens : yarn A  
 antennae : metal :: mirror : glass B

## OBJECT TO CONTAINER

eggs : carton :: jam : jar A  
 pea : pod :: corn : husk B

## OCCUPATION TO TOOL

painter : brush :: barber : shears A

## PERSON IN CHARGE TO WORKPLACE

teacher : school :: clerk : store A  
 superintendent : factory :: warden : prison B

## PART TO WHOLE

keys : piano :: strings : guitar A  
 shutter : camera :: transmission : car B

## WORKER TO TOOL

fisherman : net :: dentist : drill A  
 wrench : plumber :: needle : seamstress B

## WORKPLACE TO WORKER

school : teacher :: courtroom : judge A  
 church : clergyman :: garage : mechanic B

# PREPARING & MANAGING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the appropriate checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



## ANALOGIES MATCH-UPS A

AA-1 \_\_\_\_\_ AA-7 \_\_\_\_\_ AA-13 \_\_\_\_\_  
AA-2 \_\_\_\_\_ AA-8 \_\_\_\_\_ AA-14 \_\_\_\_\_  
AA-3 \_\_\_\_\_ AA-9 \_\_\_\_\_ AA-15 \_\_\_\_\_  
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