

Analogyes

Description Students identify the relationship between two words and choose another pair of words that exhibits the same relationship.

You Need

- ▶ Analogies I and II sheets
- ▶ Analogies Assessment—Class Record form

Why Use It This assessment is designed to show you whether students can understand the relationships between words. By inviting them to think through their selections out loud, you can assess how well they understand the vocabulary and word relationships. The vocabulary used for analogies should be slightly easier for students so that they can concentrate on the relationships between the words without struggling excessively with word meaning.

How to Use It

- ▶ Administer this assessment individually or as a whole class. If students are new to analogies, or if you think they may need easier words, begin with the Analogies I sheet. If students are more advanced, begin with the Analogies II sheet.
- ▶ If any students are not familiar with the format of analogies, explain that the first two words in each item are related in some way. Students need to select from the answer choices the pair of words that share the same relationship. Suggest that students create a simple sentence that describes the relationship, and then add each answer choice into that sentence to see if it fits. For example:

Up is to *down* as _____.

look is to *see*

page is to *book*

hot is to *cold*

Using the sentence "*Up* is the opposite of *down*," substitute each answer choice for the words *up* and *down*.

Page is the opposite of *book*. False.

Look is the opposite of *see*. False.

Hot is the opposite of *cold*. True.

- ▶ Ask the student to read each analogy and choose the pair of words that shares the same relationship as the pair of exemplar words. If students have difficulty, ask them to think out loud about the word relationships so you can determine if they are having trouble with the format of the analogies or the vocabulary itself.
- ▶ Keep the sheet as the student's individual record. Record the results on the Class Record.

What to Notice

- ▶ Whether the student understands the format of analogies
- ▶ Words the student understands
- ▶ Words the student can almost understand
- ▶ Whether the student can identify the relationships between words

Analogies I

Name _____ Date _____

Directions: Read each pair of words. Write the answer choice that shows the same relationship.

1. *Work* is to *labor* as _____.
beg is to *plead*
push is to *pull*
carpet is to *floor*
2. *Tired* is to *exhausted* as _____.
breakfast is to *dinner*
complicated is to *intricate*
knife is to *bread*
3. *Musician* is to *orchestra* as _____.
cow is to *herd*
pen is to *paper*
walk is to *run*
4. *Moon* is to *lunar* as _____.
golfer is to *club*
sun is to *solar*
career is to *employee*
5. *Solid* is to *liquid* as _____.
ice is to *rock*
ice is to *water*
juice is to *water*
6. *Doctor* is to *patient* as _____.
shovel is to *sand*
teacher is to *student*
plant is to *gardener*
7. *Car* is to *garage* as _____.
horse is to *stall*
pedal is to *bike*
cow is to *milk*
8. *Inhale* is to *exhale* as _____.
north is to *south*
bush is to *hedge*
construct is to *build*

Analogies II

Name _____ Date _____

Directions: Read each pair of words. Write the answer choice that shows the same relationship.

1. *Food* is to *nourishment* as _____.
house is to *shelter*
climb is to *mountain*
gas is to *car*
2. *Scarce* is to *abundant* as _____.
wild is to *tame*
ice cream is to *cone*
shy is to *timid*
3. *Granular* is to *smooth* as _____.
real is to *imaginary*
fast is to *rapid*
dove is to *peace*
4. *Individual* is to *society* as _____.
finger is to *hand*
car is to *wheel*
kitten is to *cat*
5. *Reliant* is to *dependent* as _____.
collapse is to *disintegrate*
shrink is to *enlarge*
recipe is to *ingredient*
6. *Geologist* is to *rocks* as _____.
employee is to *supervisor*
mechanic is to *wrench*
astronomer is to *stars*
7. *Velocity* is to *speed* as _____.
penalize is to *punish*
pebble is to *boulder*
tragedy is to *comedy*
8. *Shortage* is to *surplus* as _____.
sleep is to *slumber*
flexible is to *rigid*
key is to *lock*

Analogies Assessment—Class Record

| Name | Analogies I | Analogies II | Notes |
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