



ANALOGIES

Thinking
strategies
to enhance skills
of analysis,
creativity,
and problem
solving.

THINGS IN COMMON

Brief Description of the Lesson: Students will determine what each pair of things has in common, then use the attached vocabulary to make further connections

SOL/POS Objective: (*List number and specific objective*)

English 5.6

The students will develop the use of specific critical reading skills to think about and respond to the ideas in what is read, written or heard.

Instructional Strategy:

Identifying Similarities and Differences- Students will identify the similarities between two objects through analogies.

Materials: attached activity sheets

Enduring Understanding:

- Thinking by analogy leads to a higher level of thinking.
- Analogies help us to remember new concepts.

Essential Questions: (For example, *What influences your reaction to an issue or a problem?*)

- How do analogies help us recall information?
- How do analogies help us to better explain ideas?

Teach and Explore Strategy: (Steps in teaching the process and exploring applications)
Prior to teaching this lesson, be sure to have taught or reviewed the introductory thinking process lesson. Help focus students' thinking by reminding them of the metacognitive component of this lesson.

- Review the definition of an analogy.
- Distribute attached handout to students, and have them to work on part I individually for about 5 minutes.
- Students share and discuss their responses.
- Brainstorm and list on the board the names of some common everyday objects.
- Have students select a word to force fit with the first sentence in part II. (They must be able to give a reason for the connection.)
- Continue and do the first few in part II together. (They may choose other words not on the board if they can make the connection.)
- Students should finish on their own and share their responses.

Assessment Evidence: (Discussion, teacher observation, completed product, student reflection...)

- Quality of the connections made by students
- Discussion of responses



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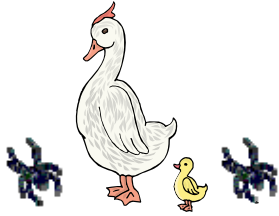
*Thinking
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Metacognition: (Discuss thinking involved and applications for using the strategy.)

- What kind of thinking did you do in this lesson?
- Of what value is this kind of thinking?
- How do analogies aid in expressing ideas?

Extension: This lesson can be used to review other curriculum topics.

Things in Common



What do spiders and ducks have in common?

Read and think about each pair of words below. What does each pair have in common? Write your answers on the spaces provided.

Part I.

1. dogs and seals _____
2. eyes and schools _____
3. leopards and dalmations _____
4. cabbages and coins _____
5. queens and teeth _____
6. beads and banjos _____
7. fish and thermometers _____
8. oysters and turtles _____
9. elephants and trees _____
10. windows and frames _____

Part II.

Now, think about the following words and fill in the blanks.

1. A vascular plant is like a _____ because _____.
2. Nonvascular plants are like _____ because _____.
3. A tuber is like _____ because _____.
4. A leaf is like a _____ because _____.
5. Cells are like _____ because _____.
6. Bromeliads are like _____ because _____.
7. Roots are like _____ because _____.
8. A stalk is like a _____ because _____.

9. Anthers are like _____ because

_____.

10. The stigma is like _____ because

_____.