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Analogies explore word—and therefore concept—relationships. Implicit in making analogies are numerous critical-thinking skills. It is for these reasons that analogies appear on so many standardized tests.

Teaching analogies offers important and concrete benefits to students. Working with analogies:

+ expands students’ vocabulary.
+ directs students to recognize different shades of word meanings.
+ helps students understand relationships between words and ideas.
+ reinforces students’ ability to make comparisons.
+ causes students to read more carefully.
+ develops reasoning skills.
+ prepares students for standardized tests.

Using the Book

The reproducible pages in this book provide step-by-step instruction in introducing and practicing different kinds of analogies. Students review the thinking skill needed for understanding each kind of analogy and become familiar with the formats in which the analogies appear. The THINK! component at the bottom of each page directs students to explain and explore their reasoning.

As you introduce each type of analogy or format, you’ll want to model how to do it by thinking aloud. See the sample Think Alouds for each section. Be sure to provide dictionaries and/or thesauruses for students to use as they work on the analogies.

Examining Similarities (pages 8–11)

Analogies require that students recognize similarities in order to categorize words and ideas. Pages 8–9 provide practice in different kinds of grouping activities. Pages 10–11 require students to focus on the similarities between pairs of things.

Same Class Relationships (pages 12–16)

Page 12 Before students begin to recognize same class relationships, they need to understand that class means the same as group. This page gives students practice in recognizing things in the same group.

Teacher Tip

Remind students as often as necessary to read all the choices for an analogy before writing an answer.

Page 13 Read the tip and remind students that if the first pair of words in an analogy names things in the same class, the second pair of words must also follow this pattern. Point out that the first and second word pairs don’t usually name things in the same class, however. For example, if the first pair names two kinds of animals, the second pair might name two kinds of mushrooms. If students ask about the symbol [::], explain that it is sometimes used to separate the two sets or pairs in an analogy.

Think Aloud

A rat and a shrew are both kinds of rodents, so they are in the same class. A cobra is a snake which is a reptile so I need to find another snake or reptile. The first choice is cat. No, a cat isn’t a reptile. A mouse? A snake might eat a mouse but a mouse is not in the same class as a reptile. A boa constrictor? Yes, a boa constrictor is another kind of snake, so it’s in the same class as a cobra.
Page 14  Read the tip. Tell students that analogies are sometimes stated with the words *is to*. Point out that although some of the answer choices relate to the first word pair, they are incorrect. Stress that the answer must be a word that relates to the third underlined word in the same way as the first two words relate.

Page 15  Read the tip. Explain that the first pair of words is linked by this symbol [:]. The symbol [:] appears between the first and second pair of words. For each item, have students repeat a sentence similar to the one given in the tip.

Page 16  On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Part/Whole Relationships (pages 17–22)

Page 17  Before students begin to recognize part/whole relationships, they need to understand what these are. This page provides an introduction to the concept by asking students to explain how the words in each analogy are related.

Page 18  This page reinforces the use of the part/whole sentence.

Page 19  This page provides practice using analogies with the “is to” format.

Think Aloud

A statue is something you might see in a museum, so it is part of a museum. A dictionary is part of a what? A library? That seems like a good choice, but I’ll read the other choices before I decide. A student? No, a student uses a dictionary but a dictionary isn’t part of a student. A book? No, a dictionary is a book but isn’t part of one. I’ll go back to the first choice—library. That makes the most sense.

Page 20  Read the tip. Review the symbol [:] and explain that it stands for the words *is to*. Review the symbol [:] and explain that it stands for the word as.

Page 21  On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Page 22  This page reviews same class and part/whole analogies. Remind students of the importance of understanding the relationship of the first two words in the analogy.

Synonyms (pages 23–28)

Page 23  Before students begin to recognize synonym relationships, they need to understand what these are. This page provides practice using synonyms.

Page 24  This page reinforces the concept of synonyms.

Page 25  This page provides practice using analogies with the “is to” format.

Think Aloud

A path is another word for trail so this is a synonym analogy. I need to find another word for fun. Amusement? That seems like a possible choice but I’ll read the other choices to be sure. Work? No, work is the opposite of fun. Hike? No, hike is something you do on a path or trail, but it is not a synonym for fun. I think amusement is the best choice.

Page 26  Read the tip. Review the symbol [:] and explain that it stands for the words *is to*. Review the symbol [:] and explain that it stands for the word as.
Page 27 On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Page 28 This page reviews same class, part/whole, and synonym analogies. Remind students of the importance of understanding the relationship of the first two words in the analogy.

Antonyms (pages 29–34)

Page 29 Before students begin to recognize antonym relationships, they need to understand what these are. This page provides practice using antonyms.

Page 30 This page reinforces the concept of antonyms.

Teacher Tip

Suggest that students predict what the answer might be before they look at the answer choices, then look to see if their guess is there. Remind students that if the exact word isn’t given as a choice, they should look for a synonym.

Page 31 This page provides practice using analogies with the “is to” format.

Think Aloud

Valuable means the opposite of worthless so this is an antonym analogy. I need to find the opposite of comic. Funny? No, funny is similar to comic; it’s not the opposite. Tragic? Yes, tragic is the opposite of comic, but I’ll read the last choice to be sure. Worthy? No, worthy is the opposite of worthless, but not the opposite of comic. That’s a tricky choice! The answer is tragic.

Page 32 Read the tip. Review the symbol [:] and explain that it stands for the words is to. Review the symbol [::] and explain that it stands for the word as.

Page 33 On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Page 34 This page reviews same class, part/whole, synonym, and antonym analogies. Remind students of the importance of understanding the relationship of the first two words in the analogy.

Homophones (pages 35–40)

Page 35 Before students begin to recognize homophone relationships, they need to understand what these are. This page provides an introduction to the concept.

Teacher Tip

Because of different accents and dialects, students may need pronunciation help with homophones.

Page 36 This page reinforces the concept of homophones.

Page 37 This page provides practice using analogies with the “is to” format.
Think Aloud

New and knew are homophones because they sound alike and have different spellings and different meanings. So the relationship in this analogy is homophones and I need to find a homophone for the word side. The word know is related to knew, but it is not a homophone for side. Whole? A side might be part of a whole, but that is not the relationship I need. Sighed? Yes, sighed is a homophone for side; it sounds the same, but is spelled differently and has a different meaning.

Page 38  Read the tip. Review the symbol [:] and explain that it stands for the words is to. Review the symbol [::] and explain that it stands for the word as.

Page 39  On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Page 40  This page reviews same class, part/whole, synonym, antonym, and homophone analogies. Remind students of the importance of understanding the relationship of the first two words in the analogy.

Class and Example (pages 41–47)

Page 41  Before students begin to recognize class and example relationships, they need to understand what these are. This page provides an introduction to the concept.

Page 42  This page reinforces the concept of class and example relationships.

Page 43  This page provides practice using analogies with the “is to” format.

Think Aloud

Five is an example of a number so bus must be an example of what? Riders? No, riders use a bus but that’s not the relationship I need. Vehicle? That’s the word I was thinking of; a bus is an example of a vehicle. But I’m going to read the last choice just in case. Cars? No, a car is also an example of a vehicle, but car isn’t the name of the class. Vehicle is the best answer.

Page 44  Read the tip. Review the symbol [:] and explain that it stands for the words is to. Review the symbol [::] and explain that it stands for the word as.

Page 45  On this page students must choose a word pair to complete the analogy. Remind students to look for a word pair in which the words are related in the same way as the first word pair.

Pages 46–47  These pages serve as a final review of same class, part/whole, synonym, antonym, homophone, and class and example analogies. Remind students of the importance of understanding the relationship of the first two words in the analogy.
Examining Similarities

Decide how the words in each group are alike. On the blank line write a word that names the group.

1. ____________________
   poodle
   collie
   beagle

2. ____________________
   rainy
   snowy
   sunny

3. ____________________
   cider
   milk
   juice

4. ____________________
   nose
   lips
   eyes

5. ____________________
   beef
   ham
   veal

6. ____________________
   pint
   gallon
   quart

7. ____________________
   mountain
   valley
   plain

8. ____________________
   rectangle
   rhombus
   triangle

THINK!

Think of another example to go in each group.
Examining Similarities

Group and Regroup

Find the word in each box that doesn’t belong. Cross it out, then write it on the last line in the box where it does belong.

1. fall
   inform
   swoop
   drop
   descend
   tumble

2. osprey
   heron
   stamen
   emu
   petrel
   kingfisher

3. teach
   tell
   notify
   impart
   instruct
   pond

4. pollen
   stigma
   ovule
   temple
   pistil
   petal

5. shrine
   pagoda
   mosque
   cathedral
   church
   macaw

6. bay
   lagoon
   topple
   inlet
   lake
   gulf

THINK!
Tell a partner how the words in each box go together.
Examine the similarities in each pair of items. Explain how these items are alike.

1. kite and balloon
   ___________________________________________________
   ___________________________________________________

2. watch and clock
   ___________________________________________________
   ___________________________________________________

3. magazine and newspaper
   ___________________________________________________
   ___________________________________________________

4. piano and accordion
   ___________________________________________________
   ___________________________________________________

5. pond and lake
   ___________________________________________________
   ___________________________________________________

6. highway and street
   ___________________________________________________
   ___________________________________________________

7. bunk and hammock
   ___________________________________________________
   ___________________________________________________

8. bonnet and cap
   ___________________________________________________
   ___________________________________________________

Think! Compare your answers with a partner’s.
Examining Similarities

Picking Pairs

For each number, a line connects two things that go together. Find two other things that go together in the same way. Draw a line to connect them.

1. imaginary number
   ban make-believe
   allow forbid

2. secret midnight
   huge tiny
   solid liquid

3. clap permit
   prevent applaud
   allow pretend

4. terrier retriever
   lime strawberry
   penguin crowd

5. core see
   time hear
   here corps

6. snake mammal
   tiger jungle
   skin reptile

7. perfect flawless
   puppy stare
   stroll walk

8. chair candle
   wick soft
   cord lamp

THINK!
Tell a partner how the pairs you matched go together.
Read each group of words in List 1. Decide how the words are alike. Then find a name for the group in List 2. Write the letter of the group name on the line.

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
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<tbody>
<tr>
<td>1. _______ store, school, hotel</td>
<td>A. flowers</td>
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<tr>
<td>2. _______ purple, yellow, orange</td>
<td>B. footwear</td>
</tr>
<tr>
<td>3. _______ desk, sofa, table</td>
<td>C. birds</td>
</tr>
<tr>
<td>4. _______ snake, lizard, alligator</td>
<td>D. coins</td>
</tr>
<tr>
<td>5. _______ tulip, violet, daisy</td>
<td>E. buildings</td>
</tr>
<tr>
<td>6. _______ slippers, boots, sandals</td>
<td>F. furniture</td>
</tr>
<tr>
<td>7. _______ flute, drum, violin</td>
<td>G. trees</td>
</tr>
<tr>
<td>8. _______ quarter, nickel, penny</td>
<td>H. reptiles</td>
</tr>
<tr>
<td>9. _______ birch, pine, walnut</td>
<td>I. colors</td>
</tr>
<tr>
<td>10. _______ goose, robin, parrot</td>
<td>J. musical instruments</td>
</tr>
</tbody>
</table>

THINK!
Think of another example to go in each group.
Somehow Alike

Decide how the first two words go together. Choose the word that goes with the third word in the same way.

Tip

lily and dahlia :: fork and spoon
Say to yourself: The first two words are flowers so they are in the same group or class. The second word pair must name things in the same class too. The second pair of words names two utensils.

1. rat and shrew :: cobra and _____
   A cat  B mouse  C boa constrictor

2. autumn and winter :: blue and _____
   A brown  B cold  C three

3. cottage and bungalow :: gingham and _____
   A plaid  B hut  C dog

4. banjo and guitar :: canoe and _____
   A paddle  B river  C kayak

5. badminton and volleyball :: wrench and _____
   A soccer  B hammer  C factory

6. perch and halibut :: record and _____
   A gift  B trout  C CD

7. broccoli and turnip :: beret and _____
   A spinach  B tam  C golf

8. necklace and ring :: parsley and _____
   A dill  B eat  C fruit

THINK!

Explain your answers to a partner.
Is To

The first two underlined words in each sentence name things that are in the same group or class. Read the third underlined word. Complete each sentence with a word in the same class as the third underlined word.

1. Cousin is to aunt as oval is to ______.
   A) egg       B) uncle       C) circle

2. A biography is to a novel as coffee is to ______.
   A) dark       B) tea         C) mystery

3. A peach is to an apricot as a jeep is to a ______.
   A) sedan       B) tire        C) plum

4. A quail is to a pigeon as a butterfly is to a ______.
   A) gnat        B) dove        C) flower

5. A diamond is to an emerald as a hurricane is to a ______.
   A) sunshine    B) ruby        C) tornado

6. A pencil is to a pen as a tailor is to a ______.
   A) crayon      B) shoemaker   C) thread

7. A redwood is to a maple as a pumpkin is to a ______.
   A) pineapple   B) beet        C) birch

8. A mop is to a broom as a museum is to a ______.
   A) library     B) painting    C) bucket

**Think!**

Tell a partner what the groups for each word pair are.
**Same Class**

**Pick a Word**
Read the first word pair. Write a word from the box to complete the second word pair.

**Tip**

*cat : dog :: doll : ball*

Say to yourself: A cat and dog are both pets; a doll and a ball are both toys.

<table>
<thead>
<tr>
<th>WORD</th>
<th>peninsula</th>
<th>apple</th>
<th>lobster</th>
<th>period</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORD</td>
<td>hoe</td>
<td>goat</td>
<td>train</td>
<td>mumps</td>
</tr>
</tbody>
</table>

1. placemat : tablecloth :: cherry : ____________
2. squirrel : chipmunk :: rake : ____________
3. kitchen : bedroom :: cow : ____________
4. seven : nine :: bus : ____________
5. desert : jungle :: island : ____________
6. coal : oil :: measles : ____________
7. writer : banker :: crab : ____________
8. noun : verb :: comma : ____________

**THINK!**
Tell a partner what the groups for each word pair are.
Pairing Up
Read each word pair. Choose the word pair that goes together in the same way.

Tip

dress : suit :: cup : glass
Say to yourself: A dress and suit are in the same class because they are both clothing. A cup and glass are in the same class because they are both things for drinking.

1. skateboard : ski :: ______
   A hot : cold      B animal : zoo    C cotton : velvet

2. microscope : telescope :: ______
   A sleeve : shirt  B cook : chef    C golf : hockey

3. trout : bass :: ______
   A judge : court   B red : blue     C owl : wise

4. carnation : larkspur :: ______
   A bulldog : chow  B shoe : leather C artist : easel

5. robin : chickadee :: ______
   A trunk : tree    B sofa : couch    C elm : oak

6. soldier : sailor :: ______
   A toe : foot      B orange : lemon C diary : journal

7. poem : legend :: ______
   A milk : cow      B sky : blue     C puppy : kitten

8. mother : brother :: ______
   A celery : stalk  B student : pupil C corn : carrot

THINK!
Tell a partner how the word pairs you did not choose are related.
Part/Whole Relationships

Part of a Whole

Some things are parts of other things. For example, a page is a part of a book.
First read each sentence. Note the underlined words. Then tell how the words in the
first pair are related and how the words in the second pair are related.

Tip
A page is to a notebook as an eraser is to a pencil.
Say to yourself: A page is part of a notebook, and an eraser is part of a pencil.

1. A map is to an atlas as a definition is to a dictionary.

2. A wing is to a bird as a fin is to a fish.

3. Sand is to a beach as trees are to a forest.

4. A mattress is to a bed as a cushion is to a chair.

5. A recipe is to a cookbook as a photo is to an album.

THINK!
Make up a part/whole analogy for a partner to complete.
Part/Whole Relationships

Add the Part
Choose the correct word to complete each sentence.

1. Icing is part of a cake, and cheese is part of a ______.
   A) cow  B) pizza  C) candy

2. A monitor is part of a computer, and a speaker is part of a ______.
   A) stereo  B) listener  C) mouse

3. An entry is part of a diary, and an editorial is part of a ______.
   A) thesaurus  B) poem  C) newspaper

4. A battery is part of a flashlight, and a lens is part of a ______.
   A) camera  B) radio  C) cell phone

5. A city is part of a state, and a country is part of a ______.
   A) farm  B) town  C) continent

6. A trombone is part of a band, and a gear is part of a ______.
   A) machine  B) tent  C) drum

7. Sap is part of a tree, and juice is part of a ______.
   A) branch  B) lemon  C) milk

8. Roses are part of a garden, and peas are part of a ______.
   A) green  B) pod  C) bean

THINK!
Read your answers to a partner.
Explain why you chose them.
Part/Whole Relationships

Part Perfect

The first two underlined words in each sentence name a part and a whole. The third underlined word names another part. Complete each sentence with a word that names the second whole.

Tip
A lobe is to an ear as a nostril is to a nose.
Say to yourself: A lobe is a part of an ear, and a nostril is a part of a nose.

1. A statue is to a museum as a dictionary is to a _____.
   A library     B student     C book
2. A lung is to a mammal as a gill is to a _____.
   A breathe     B bird       C fish
3. A stanza is to a poem as a paragraph is to a _____.
   A glossary    B story      C verse
4. A paw is to a cat as a hoof is to a _____.
   A dog        B horse      C claw
5. A periscope is to a sub as a speedometer is to a _____.
   A highway    B car        C telescope
6. A second is to a minute as a pint is to a _____.
   A hour       B quart      C cream
7. A rudder is to a boat as a handlebar is to a _____.
   A bike       B basket     C ship
8. A faucet is to a sink as a nozzle is to a _____.
   A shower     B bathroom   C drain

THINK!
Read your answers to a partner.
Explain why you chose them.
Part/Whole Relationships  

Picks for Parts
Read the first word pair. Write a word from the box to complete the second word pair.

Tip

ceiling : room :: lid : pot
Say to yourself: A ceiling is part of a room, and a lid is part of a pot.

WORD  

bird  brood  elevator  constellation  
legislature  gas station  castle  skate

1. safe : bank :: pump :
2. snout : pig :: beak :
3. runner : sled :: blade :
4. daughter : family :: representative :
5. key : typewriter :: button :
6. puppy : litter :: chick :
7. steeple : church :: turret :
8. ship : fleet :: star :

THINK!
Read your answers to a partner.  
Explain why you chose them.
Part/Whole Relationships   Name ________________

Matching Pairs
Read each word pair. Choose the word pair that is related in the same way.

Tip
brim : hat :: fringe : scarf
Say to yourself: A brim is part of a hat, and a fringe is part of a scarf.

1. desk : classroom :: ______
   A bookcase : library       B sink : tub               C bell : ring
2. segment : line :: ______
   A straight : curved        B minus : less             C angle : triangle
3. sole : shoe :: ______
   A sit : stand              B wool : leather           C thumb : glove
4. flap : envelope :: ______
   A lid : box                B stamp : mailbox          C send : receive
5. marcher : parade :: ______
   A drum : horn              B clown : circus           C band : music
6. title : story :: ______
   A editorial : opinion      B headline : article        C tale : legend
7. lamb : flock :: ______
   A rooster : hen            B coyote : pack           C two : pair
8. neck : giraffe :: ______
   A foot : snake             B trunk : elephant         C hippo : large

THINK!
Tell a partner how the word pairs you did not choose are related.
Name the Relationship

Read the first word pair. Write the phrase that tells how the words are related. Then choose the correct word to complete the analogy.

<table>
<thead>
<tr>
<th>Relationship :</th>
<th>Same Class</th>
<th>Part/Whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. swimmer : diver :: gorilla : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A banana</td>
<td>B orangutan</td>
<td>C water</td>
</tr>
<tr>
<td>2. prong : fork :: rim : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A napkin</td>
<td>B edge</td>
<td>C bowl</td>
</tr>
<tr>
<td>3. refrigerator : oven :: suitcase : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A clothes</td>
<td>B trip</td>
<td>C trunk</td>
</tr>
<tr>
<td>4. plateau : mountain :: donut : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A delicious</td>
<td>B muffin</td>
<td>C picnic</td>
</tr>
<tr>
<td>5. antlers : deer :: pouch : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A kangaroo</td>
<td>B mailbag</td>
<td>C food</td>
</tr>
<tr>
<td>6. shell : turtle :: roof : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A lion</td>
<td>B house</td>
<td>C crab</td>
</tr>
<tr>
<td>7. washcloth : towel :: pecan : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A raisin</td>
<td>B shell</td>
<td>C almond</td>
</tr>
<tr>
<td>8. day : week :: decade : ______</td>
<td>Relationship : ______</td>
<td></td>
</tr>
<tr>
<td>A weekend</td>
<td>B year</td>
<td>C century</td>
</tr>
</tbody>
</table>

THINK!
Tell a partner why it is important to know how the words in the first pair are related.
Words that have almost the same meanings are called synonyms. Rewrite each sentence using a synonym from the box in place of the underlined word.

1. A rain forest has many kinds of trees and plants.
   
   2. Vegetation grows quickly in a rain forest.

   3. Many unusual creatures live there.

   4. Some kinds of animals are not found anywhere else.

   5. The clouded leopard is a hunter in the forests of Southeast Asia.

   6. The tallest trees sprout above the jungle like big umbrellas.

   THINK!

   What other synonyms could you use for each word?
Synonyms

Choose the correct word to complete each sentence.

1. Glad is like happy, and enormous is like _____.
   A huge  B elephant  C giggle

2. Chatty is like talkative, and quietly is like _____.
   A silently  B noisily  C quickly

3. Polite is like courteous, and old is like _____.
   A rude  B modern  C ancient

4. Shy is like timid, and top is like _____.
   A meek  B summit  C bottom

5. Happiness is like joy, and broad is like _____.
   A wide  B narrow  C sorrow

6. Slice is like cut, and inspect is like _____.
   A break  B examine  C ignore

7. Real is like genuine, and fake is like _____.
   A foolish  B true  C artificial

8. Dreary is like dismal, and creek is like _____.
   A bright  B creak  C brook

THINK!

Read your answers to a partner.
Explain why you did not choose the other words.
Synonyms

Similar and Alike
The first two underlined words in each sentence name synonyms. Complete each sentence with a synonym for the third underlined word.

Tip
A lad is to a boy as a baby is to an infant.
Say to yourself: A lad is the same as a boy, and a baby is the same as an infant.

1. A path is to a trail as fun is to ______.
   A) amusement       B) work       C) hike

2. Damp is to moist as dry is to ______.
   A) cold           B) arid       C) wet

3. Feel is to touch as discover is to ______.
   A) hear          B) find       C) lose

4. A basement is to a cellar as a monarch is to a ______.
   A) subject       B) ruler      C) servant

5. Firm is to hard as stocky is to ______.
   A) soft          B) sweet      C) sturdy

6. Fragile is to delicate as incredible is to ______.
   A) unbelievable  B) weak       C) silly

7. Three is to trio as schedule is to ______.
   A) timetable     B) four       C) late

8. Neglect is to ignore as buy is to ______.
   A) forget        B) purchase   C) sell

THINK!
Read your answers to a partner.
Explain why you chose them.
Read each word pair. Write a word from the box to complete the second word pair.

Tip

beginning : start :: look : glance
Say to yourself: A beginning is the same as a start, and a look is the same as a glance.

<table>
<thead>
<tr>
<th>WORD</th>
<th>consider</th>
<th>pleased</th>
<th>tote</th>
<th>state</th>
<th>BOX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>require</td>
<td>kids</td>
<td>assist</td>
<td>alter</td>
<td></td>
</tr>
</tbody>
</table>

1. own : possess :: say : ____________
2. find : locate :: think : ____________
3. grow : increase :: change : ____________
4. depart : leave :: carry : ____________
5. try : attempt :: need : ____________
6. frequently : often :: delighted : ____________
7. devour : eat :: help : ____________
8. work : labor :: children : ____________

THINK!

Read your answers to a partner. Explain why you chose them.
Tip

one : single :: piece : portion

Say to yourself: One means the same as single, and piece means the same as portion.

1. grab : seize :: ______
   A lose : find
   B teeth : mouth
   C make : construct

2. easy : simple :: ______
   A tired : restless
   B corner : square
   C careful : cautious

3. wait : pause :: ______
   A answer : ask
   B stop : halt
   C snow : cold

4. remember : recall :: ______
   A collect : gather
   B break : fix
   C hub : wheel

5. rubbish : trash :: ______
   A chore : task
   B doctor : nurse
   C help : hinder

6. modest : humble :: ______
   A right : wrong
   B mad : furious
   C warm : warmer

7. cab : taxi :: ______
   A agreement : treaty
   B eel : slippery
   C smile : frown

8. drowsy : sleepy :: ______
   A famous : unknown
   B bed : soft
   C upset : worried

THINK!

Read your answers to a partner. Explain how the word pairs you did not choose are related.
<table>
<thead>
<tr>
<th>Relationship: Same Class</th>
<th>Part/Whole</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fat : plump :: weak : _____ Relationship _______________</td>
<td>A strong</td>
<td>B feeble</td>
</tr>
<tr>
<td>2. television : radio :: spring : _____ Relationship _______________</td>
<td>A fall</td>
<td>B warm</td>
</tr>
<tr>
<td>3. shell : nut :: cover : _____ Relationship _______________</td>
<td>A jacket</td>
<td>B book</td>
</tr>
<tr>
<td>4. hurry : rush :: ask : _____ Relationship _______________</td>
<td>A speed</td>
<td>B answer</td>
</tr>
<tr>
<td>5. wing : plane :: wheel : _____ Relationship _______________</td>
<td>A fly</td>
<td>B rowboat</td>
</tr>
<tr>
<td>6. pancake : waffle :: lipstick : _____ Relationship _______________</td>
<td>A red</td>
<td>B rouge</td>
</tr>
<tr>
<td>7. wealthy : rich :: refuse : _____ Relationship _______________</td>
<td>A reject</td>
<td>B acquire</td>
</tr>
<tr>
<td>8. index : book :: hinge : _____ Relationship _______________</td>
<td>A read</td>
<td>B hang</td>
</tr>
</tbody>
</table>

THINK!
Explain to a partner how you chose each answer.
Antonyms

Opposite Meanings

Words that have opposite meanings are called antonyms. Rewrite each sentence using an antonym from the box in place of the underlined word.

<table>
<thead>
<tr>
<th>WORD</th>
<th>late</th>
<th>down</th>
<th>dawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>clean</td>
</tr>
</tbody>
</table>

1. Nathan woke up at dusk.

2. He didn’t want to be punctual for his appointment.

3. He washed his face with cold water.

4. Quickly, he put on some dirty clothes.

5. Then he dashed up to the kitchen for breakfast.

6. As Nathan left the house, he called “hello” to his parents.

THINK!

How do the words you used change the meaning of each sentence?
Antonyms

Choosing Opposites

Choose the correct word to complete each sentence.

1. Risky is the opposite of safe, and generous is the opposite of ______.
   - A helpful
   - B selfish
   - C scary

2. Cause is the opposite of prevent, and hurry is the opposite of ______.
   - A happen
   - B destroy
   - C linger

3. Help is the opposite of hinder, and lose is the opposite of ______.
   - A recover
   - B forget
   - C assist

4. Outside is the opposite of inside, and over is the opposite of ______.
   - A under
   - B again
   - C into

5. Whisper is the opposite of shout, and care is the opposite of ______.
   - A talk
   - B maintain
   - C neglect

6. Cheap is the opposite of expensive, and polite is the opposite of ______.
   - A costly
   - B rude
   - C well-mannered

7. Quiet is the opposite of noisy, and calm is the opposite of ______.
   - A soft
   - B peaceful
   - C nervous

8. Open is the opposite of shut, and public is the opposite of ______.
   - A free
   - B private
   - C people

THINK!
Read your answers to a partner.
Explain why you did not choose the other words.
Antonyms

Antonym Sentences
The first two underlined words in each sentence name antonyms. Complete each sentence with an antonym for the third underlined word.

Tip
Smile is to frown as powerful is to weak.
Say to yourself: Smile is the opposite of frown, and powerful is the opposite of weak.

1. Valuable is to worthless as comic is to ______.
   A) funny    B) tragic    C) worthy

2. Professional is to amateur as bold is to ______.
   A) grin    B) volunteer    C) bashful

3. Low is to high as southeast is to ______.
   A) northwest    B) southern    C) north

4. Crowded is to empty as here is to ______.
   A) there    B) where    C) full

5. Forbid is to allow as win is to ______.
   A) lose    B) permit    C) won

6. Drowsy is to alert as antique is to ______.
   A) ready    B) pretty    C) modern

7. Occupied is to vacant as rough is to ______.
   A) old    B) gentle    C) new

8. Talkative is to silent as wise is to ______.
   A) smart    B) chatty    C) foolish

THINK!
Read your answers to a partner.
Explain why you chose them.
Antonyms

Name ____________________

Antonym Search
Read each word pair. Write a word from the box to complete the second word pair.

Tip: today : yesterday :: health : sickness
Say to yourself: Today is the opposite of yesterday, and health is the opposite of sickness.

WORD
nonsense  never  bright  late
evening  carelessness  include  complete

1. hope : despair :: perfection : __________
2. formal : informal :: dreary : __________
3. group : solo :: always : __________
4. inaccurate : correct :: sense : __________
5. light : dark :: unfinished : __________
6. annoyed : pleased :: early : __________
7. drought : flood :: morning : __________
8. sloppy : neat :: exclude : __________

THINK!

Read your answers to a partner.
Explain why you chose them.
Antonym

Perfect Pairs
Read each word pair. Choose the word pair that is related in the same way.

Tip
true : fanciful :: present : absent
Say to yourself: True is the opposite of fanciful, and present is the opposite of absent.

1. majority : minority :: ______
   A more : most B enter : entrance C increase : dwindle

2. scorn : praise :: ______
   A whistle : sing B room : hotel C problem : solution

3. even : odd :: ______
   A him : her B good : well C three : four

4. active : passive :: ______
   A torment : distress B loose : tight C witty : funny

5. unwilling : agreeable :: ______
   A disclose : hide B lobe : ear C unsafe : risky

6. eager : reluctant :: ______
   A together : apart B excellent : good C bark : tree

7. leader : follower :: ______
   A seed : plant B first : last C renew : restore

8. kind : cruel :: ______
   A bad : worse B something : nothing C leopard : lion

THINK!
Read your answers to a partner.
Explain how the word pairs you did not choose are related.
Write the phrase from the box that tells how the first two words are related. Then choose the correct word to complete the analogy.

### Reviewing Relationships

Write the phrase from the box that tells how the first two words are related. Then choose the correct word to complete the analogy.

<table>
<thead>
<tr>
<th>Relationship:</th>
<th>Same Class Synonyms</th>
<th>Part/Whole Antonyms</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. log : woodpile :: poem : ______</td>
<td>A rhyme</td>
<td>B anthology</td>
<td>C tree</td>
</tr>
<tr>
<td>2. commercial : ad :: legend : ______</td>
<td>A tale</td>
<td>B television</td>
<td>C storyteller</td>
</tr>
<tr>
<td>3. ordinary : unique :: graceful : ______</td>
<td>A clumsy</td>
<td>B dancer</td>
<td>C unusual</td>
</tr>
<tr>
<td>4. lily : rose :: carnival : ______</td>
<td>A excitement</td>
<td>B daisy</td>
<td>C circus</td>
</tr>
<tr>
<td>5. test : experiment :: entertain : ______</td>
<td>A fail</td>
<td>B amuse</td>
<td>C bore</td>
</tr>
<tr>
<td>6. laughter : tears :: terrify : ______</td>
<td>A frighten</td>
<td>B comfort</td>
<td>C giggle</td>
</tr>
<tr>
<td>7. glass : mirror :: mast : ______</td>
<td>A sailboat</td>
<td>B window</td>
<td>C pole</td>
</tr>
<tr>
<td>8. complicated : simple :: feast : ______</td>
<td>A meal</td>
<td>B difficult</td>
<td>C famine</td>
</tr>
</tbody>
</table>

### THINK!

Explain to a partner how you chose each answer.
Homophones

They’re There

Words that sound alike but have different spellings and meanings are called homophones. *Their, there,* and *they’re* are homophones. Write a homophone for each word below. Use the words in the box.

<table>
<thead>
<tr>
<th>WORD</th>
<th>two</th>
<th>whole</th>
<th>know</th>
<th>won</th>
</tr>
</thead>
<tbody>
<tr>
<td>mane</td>
<td>grown</td>
<td>plain</td>
<td>steal</td>
<td>-----</td>
</tr>
<tr>
<td>flower</td>
<td>seen</td>
<td>ant</td>
<td>dear</td>
<td>-----</td>
</tr>
<tr>
<td>road</td>
<td>hear</td>
<td>through</td>
<td>see</td>
<td>-----</td>
</tr>
</tbody>
</table>

1. main ____________________________ 9. rode ____________________________
2. groan ___________________________ 10. one _____________________________
3. scene ___________________________ 11. steel __________________________
4. to _______________________________ 12. here __________________________
5. hole _____________________________ 13. sea ___________________________
6. no _______________________________ 14. aunt __________________________
7. plane _____________________________ 15. threw _________________________
8. flour _____________________________ 16. deer _________________________

THINK!

What other homophones do you know?
Homophones

Name ______________________

Homophone Sentences
Choose the correct word to complete each sentence.

1. Real sounds like reel, and stare sounds like _____.
   - A) step
   - B) star
   - C) stair

2. Beach sounds like beech, and foul sounds like _____.
   - A) fowl
   - B) foal
   - C) bird

3. Stake sounds like steak, and profit sounds like _____.
   - A) product
   - B) prophet
   - C) money

4. Insight sounds like incite, and coarse sounds like _____.
   - A) court
   - B) rough
   - C) course

5. By sounds like buy, and build sounds like _____.
   - A) bull
   - B) billed
   - C) purchase

6. Hair sounds like hare, and herd sounds like _____.
   - A) heard
   - B) hear
   - C) animal

7. Week sounds like weak, and past sounds like _____.
   - A) path
   - B) before
   - C) passed

8. Toe sounds like tow, and waste sounds like _____.
   - A) wash
   - B) waist
   - C) trash

THINK!
Write a sentence using each word you wrote.
Then write a sentence using its homophone.
Homophones

Sound-Alike Words
The first two underlined words in each sentence name homophones. Complete each sentence with a homophone for the third underlined word.

Tip

Meat is to meet as sail is to sale.
Say to yourself: Meat and meet sound the same, so sail and sale must sound the same.

1. New is to knew as side is to ______.
   A) know       B) sign       C) sighed
2. Tale is to tail as so is to ______.
   A) sew        B) some       C) story
3. Four is to for as sell is to ______.
   A) cell       B) buy        C) fore
4. Brake is to break as not is to ______.
   A) fix        B) no         C) knot
5. Some is to sum as sealing is to ______.
   A) seating    B) ceiling    C) floor
6. Dye is to die as board is to ______.
   A) born       B) dull       C) bored
7. Cent is to scent as creek is to ______.
   A) creak      B) sent       C) brook
8. Heel is to he'll as our is to ______.
   A) out        B) hour       C) heal

THINK!

Write a sentence using each word you wrote. Then write a sentence using its homophone.
Homophones

Homophone Picks
Read each word pair. Write a word from the box to complete the second word pair.

Tip
pail : pale :: pear : pair
Say to yourself: Pail sounds the same as pale, so pear must sound the same as pair.

<table>
<thead>
<tr>
<th>WORD</th>
<th>wade</th>
<th>lessen</th>
<th>wring</th>
<th>pierce</th>
<th>hoarse</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOX</td>
<td>peace</td>
<td>listen</td>
<td>would</td>
<td>pause</td>
<td>raise</td>
</tr>
</tbody>
</table>

1. role : roll :: lesson : __________
2. sight : site :: horse : __________
3. plain : plane :: weighed : __________
4. night : knight :: ring : __________
5. peek : peak :: wood : __________
6. straight : strait :: piece : __________
7. right : write :: rays : __________
8. rain : reign :: paws : __________

THINK!
Write a sentence using each word you wrote. Then write a sentence using its homophone.
Homophones

Homophone Pairs

Read each word pair. Choose the word pair that is related in the same way.

Tip

in : inn :: pain : pane

Say to yourself: In sounds the same as inn so pain must sound the same as pane.

1. cheep : cheap :: __________
   A) ride : rid  B) case : chase  C) band : banned

2. bury : berry :: __________
   A) close : clothes  B) cherry : cheer  C) rat : rate

3. ate : eight :: __________
   A) eat : food  B) nine : ten  C) bold : bowled

4. bee : be :: __________
   A) chews : choose  B) busy : buzz  C) lip : mouth

5. cellar : seller :: __________
   A) buyer : buy  B) loot : look  C) principle : principal

6. fir : fur :: __________
   A) tree : three  B) snooze : nap  C) dew : due

7. made : maid :: __________
   A) poke : punch  B) rap : wrap  C) build : built

8. pour : pore :: __________
   A) loan : lone  B) ball : bail  C) chop : cut

THINK!

Explain to a partner how you chose each answer.
**Review**

**Identifying Relationships**

Write the phrase from the box that tells how the first two words are related. Then write the correct word to complete the analogy.

<table>
<thead>
<tr>
<th>Relationship:</th>
<th>Same Class</th>
<th>Part/Whole</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Antonyms</td>
<td>Homophones</td>
<td></td>
</tr>
</tbody>
</table>

1. weight : wait :: gilt : ______  
   A wave       B guilt       C gill
   Relationship ________________

2. work : play :: deep : ______  
   A shallow     B dive       C job
   Relationship ________________

3. elm : pine :: bee : ______   
   A birch       B honey      C beetle
   Relationship ________________

4. seam : seem :: l : ______  
   A me          B eye        C you
   Relationship ________________

5. kernel : corn :: seed : ______  
   A soil        B water      C watermelon
   Relationship ________________

6. forest : woods :: field : ______  
   A meadow      B flower     C farmer
   Relationship ________________

7. leave : arrive :: asked : ______  
   A go          B told       C inquired
   Relationship ________________

8. wheel : we’ll :: hall : ______  
   A help        B hill       C haul
   Relationship ________________

**THINK!**

Explain to a partner how you chose each answer.
Class and Example

Class Names
Things can be grouped or classed together because they are alike in some way. Write two examples from the box for each class below.

<table>
<thead>
<tr>
<th>W O R D</th>
<th>oak</th>
<th>screwdriver</th>
<th>swimming</th>
<th>purple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hill</td>
<td>brown</td>
<td>soccer</td>
<td>grape</td>
</tr>
<tr>
<td></td>
<td>wrench</td>
<td>violinist</td>
<td>drummer</td>
<td>valley</td>
</tr>
<tr>
<td></td>
<td>watermelon</td>
<td>poppy</td>
<td>spruce</td>
<td>iris</td>
</tr>
</tbody>
</table>

1. Colors
2. Trees
3. Sports
4. Musicians
5. Flowers
6. Tools
7. Fruits
8. Landforms

THINK!
Think of another example for each class.
Class and Example

In the Class
Choose the correct word to complete each sentence.

1. A desk is an example of furniture, and a doll is an example of a ______.
   A) table  B) toy  C) girl

2. A fork is an example of a utensil, and a hammer is an example of a ______.
   A) tool  B) saw  C) spoon

3. A spaniel is an example of a dog, and a goose is an example of a ______.
   A) fowl  B) duck  C) puppy

4. Juice is an example of a liquid, and mountain is an example of a ______.
   A) drink  B) tall  C) landform

5. Pie is an example of a dessert, and cheddar is an example of a ______.
   A) cake  B) bread  C) cheese

6. Spain is an example of a country, and Africa is an example of a ______.
   A) Europe  B) town  C) continent

7. A mare is an example of a female, and a carrot is an example of a ______.
   A) vegetable  B) horse  C) male

8. A hat is an example of clothing, and a bracelet is an example of ______.
   A) pins  B) jewelry  C) glasses

THINK!
Read your answers to a partner.
Explain why you did not choose the other words.
Class and Example

What’s the Class?
The first two underlined words name an example and the class it belongs to. Complete each sentence with the class for the third underlined word.

1. Five is to number as a bus is to _____.
   A. riders  B. vehicle  C. cars

2. A steak is to meat as a banana is to _____.
   A. fruit  B. monkey  C. yellow

3. A plumber is to worker as an almond is to _____.
   A. nut  B. candy  C. cashews

4. An owl is to bird as a snake is to _____.
   A. long  B. python  C. reptile

5. A novel is to literature as a dime is to _____.
   A. ten  B. coin  C. nickel

6. A comma is to punctuation as a yacht is to _____.
   A. water  B. capital  C. boat

7. A foal is to newborn as a toaster is to _____.
   A. horse  B. appliance  C. breakfast

8. A train is to transportation as a telephone is to _____.
   A. friend  B. travel  C. communication

THINK!
Read your answers to a partner. Explain why you chose them.
Match the Class
Read each word pair. Write a word from the box to complete the second word pair.

Tip
happy : feeling :: linen : fabric
Say to yourself: Happy is an example of a feeling.
and linen is an example of a fabric.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>container</td>
<td>insect</td>
</tr>
<tr>
<td>rock</td>
<td>river</td>
</tr>
</tbody>
</table>

1. trumpet : horn :: father : __________
2. linguine : pasta :: cyclone : __________
3. tuna : fish :: quartz : __________
4. dandelion : weed :: box : __________
5. frog : amphibian : centipede : __________
6. measles : disease :: coal : __________
7. Seattle : city :: Hudson : __________
8. nimbus : cloud :: pianist : __________

THINK!
Read your answers to a partner. Explain why you chose them.
Pairing Up
Read each word pair. Choose the word pair that is related in the same way.

Tip
steel : metal :: tent : shelter
Say to yourself: Steel is an example of metal, and a tent is an example of a shelter.

1. carnation : flower :: __________
   A inch : measurement       B leg : arm       C seed : root
2. tea : drink :: __________
   A canteen : water          B dancer : performer C warm : cool
3. Tuesday : day :: __________
   A Tucson : Phoenix         B year : decade    C April : month
4. east : direction :: __________
   A lost : found             B emerald : gem      C pencil : write
5. Pluto : planet :: __________
   A pediatrician : doctor    B Mars : Saturn    C spaceship : astronaut
6. Betty : name :: __________
   A pins : needles           B spring : season   C girl : boy
7. hopscotch : game :: __________
   A ball : bat                B jump : leap      C rooster : male
8. Everest : mountain :: __________
   A wheat : grain            B tacks : tax      C sea : ocean

THINK!
Read your answers to a partner. Explain how the word pairs you did not choose are related.
Recognizing Relationships Part I

Write the phrase from the box that tells how the first two words are related. Then choose the correct word to complete the analogy.

1. bulldozer : machine :: symphony : _____ Relationship _______________
   A music  B sympathy  C crane

2. peaceful : calm :: disturbed : _____ Relationship _______________
   A warning  B upset  C relaxed

3. red : green :: niece : _____ Relationship _______________
   A relative  B yellow  C nephew

4. hero : villain :: friend : _____ Relationship _______________
   A heroine  B pal  C foe

5. ore : or :: higher : _____ Relationship _______________
   A lower  B hire  C hi

6. detective : sleuth :: shack : _____ Relationship _______________
   A spy  B mansion  C hut

7. bead : necklace :: dial : _____ Relationship _______________
   A watch  B neck  C earring

8. giant : dwarf :: liquid : _____ Relationship _______________
   A wet  B solid  C water

THINK!

Explain to a partner how you chose each answer.
Recognizing Relationships Part II

Write the phrase from the box that tells how the first two words are related. Then write the correct word to complete the analogy.

<table>
<thead>
<tr>
<th>Relationships:</th>
<th>Same Class</th>
<th>Synonyms</th>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part/Whole</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. duck : goose :: plate : _____  
   A bowl  B place  C bird  
   Relationship _______________  

2. shingle : roof :: brick : _____  
   A window  B red  C house  
   Relationship _______________  

3. weave : we’ve :: rose : _____  
   A fell  B rows  C rode  
   Relationship _______________  

4. hungry : full :: surplus : _____  
   A shortage  B extra  C meal  
   Relationship _______________  

5. camel : horse :: slide : _____  
   A side  B seesaw  C slip  
   Relationship _______________  

6. ruler : tool :: lettuce : _____  
   A leaf  B fruit  C vegetable  
   Relationship _______________  

7. thief : robber :: child : _____  
   A adult  B youngster  C family  
   Relationship _______________  

8. spine : cactus :: quill : _____  
   A porcupine  B quilt  C fur  
   Relationship _______________  

THINK!

Explain to a partner how you chose each answer.
Answers

page 8

page 9
1. inform (topple) 2. stamen (macaw) 3. pond (inform) 4. temple (stamen) 5. macaw (temple) 6. topple (pond)

page 10
Answers may vary. Possible: 1. They both sail in the air. 2. They both keep time. 3. You can read them both for the news. 4. They are both musical instruments with keys. 5. They are both enclosed bodies of water. 6. Cars can drive on both. 7. You can sleep on them. 8. You wear them on your head.

page 11
1. imaginary/make-believe 2. solid/liquid 3. allow/permit 4. terrier/retriever 5. here/hear 6. snake/reptile 7. stroll/walk 8. cord/lamp

page 12

page 13

page 14

page 15
1. apple 2. hoe 3. goat 4. train

page 16

page 17
1. numerous 2. rapidly 3. exotic 4. species 5. predator 6. emerge

page 18

page 19

page 20
1. gas station 2. bird 3. skate 4. legislature 5. elevator 6. brood 7. castle 8. constellation

page 21

page 22

page 23
1. numerous 2. rapidly 3. exotic 4. species 5. predator 6. emerge

page 24

page 25

page 26
1. state 2. consider 3. alter 4. tote 5. require 6. pleased 7. assist 8. kids

page 27

page 28

page 29
1. dawn 2. late 3. hot 4. clean 5. down 6. good-bye

page 30

page 31

page 32
1. carelessness 2. bright 3. never 4. nonsense 5. complete 6. late 7. evening 8. include

page 33

page 34

page 35

page 36

page 37

page 38
1. lessen 2. hoarse 3. wade 4. wring 5. would 6. peace 7. raise 8. pause

page 39

page 40

page 41
1. brown, purple 2. oak, spruce 3. swimming, soccer 4. violinist, drummer 5. poppy, iris 6. violinist, drummer 7. grape, watermelon 8. hill, valley

page 42

page 43

page 44
1. family 2. storm 3. rock 4. container 5. insect 6. fuel 7. river 8. musician

page 45

page 46

page 47