



ANALOGIES

for all of us

MARC HAYS



Marc Hays, *Analogies for All of Us*

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Note to Parents

Have you ever had a child tell you that he didn't know how to complete a task? Has it ever been a task that you thought he should have been able to complete without any problem?

For example, after loading the dishwasher from lunch, have you ever had a child need instructions on how to load it after dinner? You may have asked her, "If the plates went here for lunch, why wouldn't the plates go in the same place after dinner? If you put the spoons here after lunch, why wouldn't you just put the spoons in the same place now?"

So often things that seem like common sense to us don't end up being as common as we had hoped. Where is the breakdown in the child's ability to reason through the two different instances of loading the dishwasher? Why don't children simply make the same assumptions that we do? In fact, if you've ever been a manager or employer, you may wonder the same thing about some of your adult employees.

What we are asking our children to do—day in, day out—is to consider a current task in light of all the previous tasks we've given them. This is more than just remembering, however. We not only want them to remember the previous events but also to relate those tasks or situations to the current one and act accordingly. How do we help them do that? And what is it that we actually want them to do?

Although completing the exercises in this book will not convince your children to always do their chores without asking unnecessary questions, it will provide them with an opportunity to practice and develop their God-given, rational faculties in ways that can impact much more than just their chores.

We want them to compare, we want them to sort, and then we want them to act accordingly. By comparing, we want them to notice the similarities and the differences between their current task and all the previous ones. By sorting the similarities and differences, we want them to recognize patterns in what they've done before and what they've been asked to do now. By acting accordingly, we want them to make reasonable decisions influenced by the comparing and the sorting.

To return to our dishwasher example, since the plates from dinner are very, very similar to the plates from lunch, we want our children to notice those similarities and relate the dinner plates to a similar location in the dishwasher as the lunch plates. Since the spoons are so very similar to the spoons from lunch, we want them to notice the similarities and put those spoons in a similar location as they did five hours earlier. By noticing differences, we want them to note that a serving spoon is much larger than a soup spoon, so it should go in a different spot in the dishwasher—a

larger spot. If they've ever loaded a serving spoon before, we want them to relate this current task with the last time they loaded a serving spoon.

Although completing the exercises in this book will not convince your children to always do their chores without asking unnecessary questions, it will provide them with an opportunity to practice and develop their God-given, rational faculties in ways that can impact much more than just their chores. This book provides instruction in an art rather than a subject, and the art of making analogies is one that your children will carry with them into every subject they study, every relationship they enter, and every decision they make.

The ability to sort reality into categories—to identify and name similarities between two different experiences—lies at the very center of what it means to be a rational creature. To read, to understand, and to create analogies could be described the same way. Therefore, these analogy exercises could be described as simply a study in human thinking. Since the students are already human (and thus already thinking), these exercises do not pretend to teach them how to think, but rather give them an organized, systematic way to practice their thinking. In this study, that organization is accomplished by means of the proportional analogy. The proportional analogy is a written form that briefly and concisely captures one basic aspect of human thought.

How is this book different from other analogy textbooks?

Other analogy books provide instruction for discovering the final term of an incomplete analogy. These other analogy books aptly teach the recognition of categories that relate two pairs of terms. Although this is an integral part of analogical thinking, it fails to address the creative aspects of God's image-bearers. This approach to analogies is like teaching someone the names of all the spices and then not allowing him to cook—or worse, to eat! Or it could be compared to giving a child some Legos™ and then not allowing her to build anything.

In *Analogies for All of Us*, the study of formal, proportional analogies provides students with a structure to consider relationships between two pairs of terms, but it does not stop there. Through analogies, the students become familiar with some common categories of human thought, such as synonyms, antonyms, genus and species, and parts and wholes, and then build upon that understanding by applying those concepts to the corresponding figures of speech. They are given the opportunity to create something with their newly acquired art rather than wonder when or if they will ever use it in life.

The Scope and Sequence of *Analogies for All of Us*

Analogies for All of Us, used in Classical Conversations® Challenge A, breaks each chapter into one “In Community” and four “At-Home” sections for clear, manageable daily work. Chapter 1 introduces students to reading and translating proportional analogies.

Chapters 2 and 3 continue the journey through analogies by comparing and sorting words based on how the words **sound** when spoken aloud. For example, once students have learned and practiced “similar initial consonant sounds,” they will practice writing sentences containing the figure of speech called alliteration. Once students have learned and practiced “similar ending sounds” of words, they will practice writing sentences that contain rhyme, etc.

Beginning in chapter 4 and continuing through chapter 11, students will consider the **meanings** of words through analogies, practicing with synonyms and antonyms, genus and species, and parts and wholes. After considering these different categories via analogies, students will learn to write figures of speech built upon those concepts.

In chapters 2–11, the students will also identify the figures of speech in an epic sonnet retelling Nathaniel Hawthorne’s story of “The Three Golden Apples.” An English sonnet is a structured poem that has fourteen lines of ten syllables each; every other line rhymes except the final two lines, which rhyme with each other.

Chapters 2–11 could be summarized like this:

1. Categorizing terms through proportional analogies
2. Writing figures of speech in complete sentences
3. Identifying figures of speech in poetry

In chapters 12–14, *writing* sentences with figures of speech comes to an end and learning to *read* different literary genres via analogies begins. Fables, parables, and proverbs are the three types of literature students will consider in depth via analogy.

Using formal analogy as a tool, students will be prompted to slow down and consider each text more closely—line by line, word by word, comparing them with each other. This slower, more intentional pace will draw students into the text in a way that most have probably not experienced before. Since all the work of the first twelve chapters is funneled into the final two chapters of Parables and Proverbs, this new reading pace will result in drawing them more closely into God’s Word.

A Community of Bridge-builders

This resource, for all its virtues, is also “just a book.” This may go without saying, but even the most informative and wonderful book cannot replace human interactions, conversations, and experiences. Students of this book will reap the most rewards from it when a person or group reads and studies alongside them. The act of relating pairs of terms to one another can only become richer if parents and their children learn to relate more closely to one another as they complete the readings and exercises together.

This book about analogies uses bridges more than once as an analogy for what the student is learning to do. As a bridge connects two different sides of a river or chasm, analogies connect ideas to one another in our thinking—but that is not all. Analogies are like bridges connecting our previous experiences with our current ones. Since analogies relate ideas and memories to each other, we use analogical thinking in our daily decision-making. Furthermore, since we do not live alone, analogies create bridges between our ideas, memories, and experiences and the ideas, memories, and experiences of those around us. Through all of this, the student of analogies is learning an art of relationship that is much greater than the correct answer found in a solutions manual. The end of analogies is not simply the correct answer; the end of analogies is the discovery of ways to relate to your world, your neighbor, and your God.

Alliteration	Repetition of initial consonant sounds in close proximity.
Analogy	A comparison of any two things based upon similar categories.
Antonym	A word that means the opposite of another word.
Assonance	Repetition of vowel sounds or patterns of vowel sounds, including initial vowel sounds, followed by different consonant sounds. Assonance is not true rhyme because the associated consonants differ.
Clause	A group of words that contains both a subject and a verb.
Fable	A brief story featuring characters whose decisions and actions teach the reader a moral lesson. The characters are most often, but not always, personified animals or groups of animals.
Figurative meaning	The meaning of a word or phrase as understood metaphorically, imaginatively, rather than literally, physically.
Genus	(pl. <i>genera</i>) A category of objects that is divided into subcategories (species).
Idiom	A phrase or clause that has acquired a specific cultural meaning separate from its original context. The meaning is no longer tied to the actual words but to the characteristics of the situation that can be shared by other situations.
Literal meaning	The meaning of a word or phrase as known through the common, accepted understanding of the words in reality.
Litotes	(LIE-tuh-teez) A figure of speech that uses a negated antonym to create an understatement.
Parable	A brief story that teaches a moral lesson through a comparison of the characters' decisions and actions. Jesus also used parables to conceal information from certain audiences.
Parallelism	When two or more words, phrases, or clauses repeat the same parts of speech patterns in a similar order for a similar purpose.
Phrase	A group of words that does not contain both a subject and a verb and can be used as a single part of speech.
Pleonasm	(PLEE-uh-naz-um) A figure of speech that uses intentional redundancy to emphasize a point or create a humorous effect.
Proportional analogy	A comparison between at least two pairs of dissimilar things based upon similar categories such that " <i>a</i> is to <i>b</i> as <i>c</i> is to <i>d</i> ."
Proverb (Hebrew)	A concise line of Hebrew poetry, typically formed by two versets, or halves, which together reveal the meaning of the moral lesson.
Rhyme	Two words with the same final consonant and/or vowel sound.
Simile	An explicit comparison, signified by the words <i>like</i> or <i>as</i> .
Species	A subcategory or object that belongs to a broader category (genus).
Standard form	(<i>a : b :: c : d</i>) A formula for writing analogies where each letter (<i>a, b, c, d...</i>) represents a word or group of words (term).
Synecdoche	(sih-NECK-doe-kee) The substitution of part of an object for the whole, or vice versa, and the substitution of a species for the genus, or vice versa.
Synecdoche by part	The substitution of part of an object for the whole.
Synecdoche by species	The substitution of a species for the genus.
Synonym	A word that means exactly the same or nearly the same thing as another word.
Term	The word (or group of words) that replaces each letter in a standard form analogy.

Figure of Speech Annotation Chart

Figure of Speech	Annotation Code	Example
Alliteration	Box around first consonants (connect over)	Mary had a l ittle l amb.
Assonance	Circle vowel sounds (connect under)	It's tucked between e e e beams.
Rhyme	Underline, underline	<u>Look</u> how she <u>shook</u> the <u>book</u> .
Synonyms	S → S	An angry man stirreth up strife, and a → S furious man aboundeth in transgression.
Pleonasm	P → P	The valiant hero displayed courage and P bravery.
Antonyms	A → A	A Study wisdom; avoid foolishness.
Litotes	Underline the negated antonym with a squiggly line	I <u>don't disagree</u> with you.
Simile	Draw a box around <i>like</i> or <i>as</i> and write an S above it	He ran like a cheetah.
Synecdoche by Species	Bracket the <i>species</i> and write the <i>genus</i> above the word(s)	...a land flowing with milk and honey. <i>good things</i>
Synecdoche by Part	Bracket the <i>part</i> and write the <i>whole</i> above the word(s)	We wrestle not with flesh and blood. <i>human beings</i>
Parallelism	Double underline the sentence components that are parallel	<u>Over the bridge</u> and <u>through the woods</u> ...
Idiom	Enclose the entire idiom in parentheses	He's a (chip off the old block.)



1 Analogy Basics

In Community

Exordium

Begin by asking some questions about bridges. What do all bridges have in common? What makes bridges different? Why are bridges built?

Continue with a brief discussion about bridges and their purposes. As bridges allow cars to continue traveling where they would otherwise be stopped, analogies do something similar for human thinking. Analogies, like bridges, allow people to span a gap: instead of connecting a physical gap between parts of the earth, analogies connect two sets of ideas. In this book, analogies are used to investigate and discover relationships that connect different sets of ideas to one another.

Name and Define Terms

Analogy A comparison of any two things based upon similar categories.

Translating Analogies: From Sentence to Symbol

Read the left column of this table aloud and answer the questions that follow.

Two times six equals twelve.	$2 \times 6 = 12$
Seven minus three equals four.	$7 - 3 = 4$
Forty-two plus eleven equals fifty-three.	$42 + 11 = 53$

How are these sentences alike? How are they different?

Next, read the right column of the table aloud and discuss these questions:

How are these three equations alike? How are they different?

Compare the sentence with the equation on each row.

How are the two on the top row similar and different? The second row? The third row?

The word *plus* represents the same idea as the symbol “+,” and the word *two* represents the same

idea as the numeral “2.” Just as numerals and symbols are used as shortcuts for writing math equations, this chapter will introduce a similar shortcut for writing comparisons by using symbols to replace some of the words in a sentence.

Compare the following sentences. Read them aloud and listen for similarities.

Bark is to dog as meow is to cat.

Albany is to New York as Sacramento is to California.

Glove is to hand as sock is to foot.

Name some similarities in these sentences. Name some differences in these sentences. Describe the relationship between *bark* and *dog*, and between *meow* and *cat*. Repeat with the second and third sentences.

Read and compare each of the following pairs of statements:

Bark is to dog as meow is to cat.

bark : dog :: meow : cat

Albany is to New York as Sacramento is to California.

Albany : New York :: Sacramento : California

Glove is to hand as sock is to foot.

glove : hand :: sock : foot

How are these three examples alike? How are they different?

What has disappeared from the original sentences? What has replaced the missing words?

All of the examples above are called analogies. An analogy shows a relationship between at least two pairs of words or ideas. Analogies will be written in two forms in this book. One way to write an analogy is with a sentence. Another way to write an analogy is using the symbols of a colon (:) and a double-colon (::). Since both forms of written analogy appear in this book, translating from one form to another will be the focus of chapter 1.

Translating an analogy from sentence form to symbolic form has two steps:

Bark is to dog as meow is to cat.

1. Circle the words in the analogy above that will be replaced by symbols.
2. Rewrite the sentence, replacing the circled words with the proper symbols.

bark __ *dog* __ *meow* __ *cat*

The translated analogy should look like this:

bark : dog :: meow : cat

Even with symbols, the analogy is still read aloud as, “Bark is to dog as meow is to cat.”

Translate the following analogy from sentence to symbolic form:

Albany is to New York as Sacramento is to California.

1. Circle the words in the analogy above that will be replaced by symbols.
2. Rewrite the sentence, replacing the circled words with the proper symbols.



The translated analogy should look like this:

Albany : New York :: Sacramento : California

Even with symbols, the analogy is still read aloud as, “Albany is to New York as Sacramento is to California.”

Compare these two examples. What changes when an analogy is translated from sentence form to symbolic form?

Practice translating analogies from sentence form to symbolic form.

1. Heat is to oven as cold is to refrigerator.

2. Hand is to arm as foot is to leg.

Translating Analogies: From Symbol to Sentence

Analogies that are written in symbolic form can be translated to sentence form by rewriting the analogy, replacing the colon symbol (:) with the words *is to* and double colon symbol (::) with the word *as*. Remember to capitalize the first letter and add an end mark in sentence form.

Consider these examples:

stem : flower :: trunk : tree

translates to

Stem is to flower as trunk is to tree.

Washington, DC : United States :: Moscow : Russia

translates to

Washington, DC is to United States as Moscow is to Russia.

Compare these two examples. What changes when an analogy is translated from symbolic form to sentence form?

Practice translating the following analogies from symbolic form to sentence form:

1. fork : meat :: spoon : soup

2. cup : beverage :: plate : food

3. hoof : horse :: paw : dog

Subject-Verb Agreement

As a verb in a sentence must agree in number with the subject, the same is true with sentences that form analogies. In other words, if a subject is singular, the verb must be singular, and if the subject

is plural, the verb must also be plural. So far, all of the analogy examples have contained singular subjects, so the translation of the colon (:) has been “*is to*.” If an analogy has plural subjects, the translation of the colon (:) must be “*are to*” in order for the sentence to make sense.

Read the following analogies aloud, making sure that the verbs agree in number with the subjects:

1. cities : states :: states : countries
2. link : chain :: page : book
3. wings : birds :: fins : fish
4. player : team :: worshiper : congregation
5. page : book :: card : deck
6. birds : flock :: cows : herd

Standard Form for Analogies

There is another way to write an analogy where there are no words at all. It is called **standard form** and looks like this:

$a : b :: c : d$ or in sentence form *A is to b as c is to d.*

The word (or group of words) that replaces each letter in a standard form analogy is called a **term**. Read the following analogy:

Atlanta : Georgia :: Austin : Texas

Since the word *Atlanta* is the first term in this analogy, it has replaced the letter *a* from the standard form. The word *Georgia* occupies the same position in the analogy as the letter *b* does in standard form. Therefore, *Atlanta* can be referred to as the **a term**, and *Georgia* can be referred to as the **b term**.

What is the “*c* term” in the analogy? _____

What is the “*d* term”? _____

Bridge Boxes

One of the main goals of this course is to practice identifying relationships between the terms in an analogy. In order to see the shared relationships more clearly, the standard form for proportional analogies is going to be expanded to include a **bridge box**. With the bridge boxes, standard form will look like this:

$$\begin{array}{ccc} \boxed{\text{bridge box 1}} & & \boxed{\text{bridge box 2}} \\ \wedge & & \wedge \\ a : b & :: & c : d \end{array}$$

In this form, the relationship between the *a* term and the *b* term will be written in bridge box 1, whereas the relationship between the *c* term and the *d* term will be written in bridge box 2. To form a proper analogy, the bridge box relationship should be the same on both sides.

For example, consider again the analogy above.

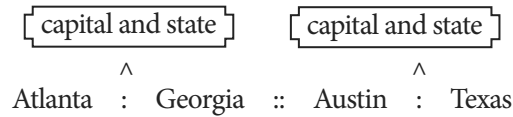
Atlanta : Georgia :: Austin : Texas

What is the relationship between Atlanta and Georgia?



One way to state it would be “Atlanta is the capital city of the state of Georgia.”

Is Austin the capital of the state of Texas? If so, then the relationship can be written in the bridge boxes.



Given the standard form $a : b :: c : d$, identify the terms in the following analogy:

glove : hand :: sock : foot

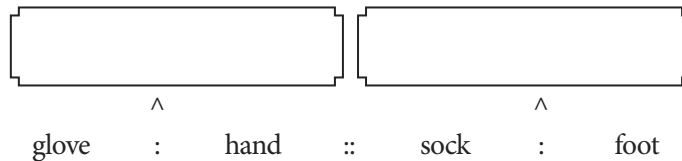
What is the a term in this analogy? _____

What is the b term in this analogy? _____

What is the c term in this analogy? _____

What is the d term in this analogy? _____

What relationship do the two pairs of terms share that could be written in the bridge box?
(Answers may vary.)

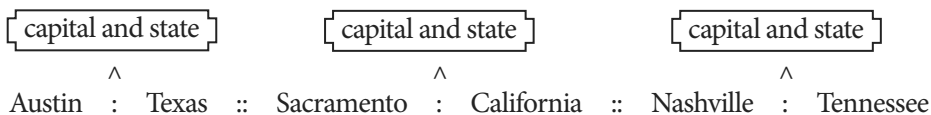


Analogy with Three Pairs of Terms

So far, each analogy has had exactly two pairs of terms. In the standard form, a and b are one pair, and c and d are another pair. However, an analogy can have more than two pairs of terms. Consider the analogy below:

Austin : Texas :: Sacramento : California :: Nashville : Tennessee

and here, with the bridge boxes,



What is the a term in this analogy? _____

What word is the b term in this analogy? _____

What word is the c term in this analogy? _____

What word is the d term in this analogy? _____

What term is the word “Nashville” in this analogy? _____

What term is the word “Tennessee” in this analogy? _____

Since there are six terms in this analogy, the standard form must be expanded to meet the needs of an analogy with three pairs of terms (or six terms.)

Standard form for this type of analogy looks like this:

$$a : b :: c : d :: e : f$$

Or, in sentence form:

A is to b as c is to d as e is to f.

Six terms is *not* the largest number of terms an analogy can have. There is no limit to the number of terms an analogy can have. As long as the pairs of terms have the same relationship to one another, an analogy can go on forever. For example, a “capital and state” analogy could be created for all fifty states in the United States since all fifty state capitals have the same relationship to their respective states.

Expand standard form according to the pattern used above.

$$a : b :: c : d :: e : f :: \underline{\hspace{1cm}} : \underline{\hspace{1cm}} :: \underline{\hspace{1cm}} : \underline{\hspace{1cm}}$$



Day 1 At Home: Analogy Basics

Review Terms

1. When translating an analogy in sentence form to symbolic form, what symbol replaces the words “is to” or “are to”?

2. When translating an analogy in sentence form to symbolic form, what symbol replaces the word “as”?

Translating Analogies

3. Write the steps to translate an analogy from sentence form into symbolic form.

Step 1: _____

Step 2: _____

Translate the following analogies from sentence form to symbolic form:

4. Heat is to oven as cold is to refrigerator. _____

5. Hand is to arm as foot is to leg. _____

6. Stem is to flower as trunk is to tree. _____

7. Write the steps to translate an analogy from symbolic form to sentence form.

Step 1: _____

Step 2: _____

Translate the following analogies from symbolic form to sentence form:

8. penguin : South Pole :: anaconda : equator

9. past participle : -ed :: present participle : -ing

10. Hong Kong : China :: Los Angeles : United States

Day 2 At Home: Analogy Basics

Standard Form

Given the standard form $a : b :: c : d$, identify the terms in the following analogy:

ice cream : cold :: soup : hot

What is the a term in this analogy? _____ What is the b term? _____

What is the c term? _____ What is the d term? _____

Translating Analogies

Translate the following analogies from sentence form to symbolic form:

1. Golf club is to golf ball as bat is to baseball. _____

2. Heat is to fire as cold is to snow. _____

3. Grass is to cow as mouse is to snake. _____

Translate the following analogies from symbolic form to sentence form:

4. cold : South Pole :: hot : equator

5. Alps : Switzerland :: Himalayas : Tibet

6. fins : fish :: wings : airplane

Day 3 At Home: Analogy Basics

Standard Form

Given the standard form $a : b :: c : d :: e : f$, identify the terms in the following analogy:

Oregon : Pacific Ocean :: South Carolina : Atlantic Ocean :: Mississippi : Gulf of Mexico

What is the a term in this analogy? _____

What is the b term? _____

What is the c term? _____

What is the d term? _____

What is the e term? _____

What is the f term? _____



Translating Analogies

Translate the following analogies from sentence form to symbolic form:

1. Ring is to bell as honk is to horn. _____
2. Bark is to dog as neigh is to horse. _____

Translate the following analogies from symbolic form to sentence form:

3. jalapeño : pepper :: Gala : apple

4. Lincoln : Civil War :: Roosevelt : World War II

Day 4 At Home: Analogy Basics

Translating Analogies

Translate the following analogies from sentence form to symbolic form:

1. Green is to grass as blue is to sky. _____
2. Lakes are to Minnesota as plains are to Kansas.

3. Two is to four as three is to six as four is to eight.

Translate the following analogies from symbolic form to sentence form:

4. fur : dog :: feathers : bird

5. nucleus : atom :: core : Earth

6. 1492 : Columbus :: 1620 : Pilgrims



SIMILAR SOUNDS

2 Alliteration and Assonance

In Community

Exordium

Begin community day with a game. Choose a letter and have each student, in rapid succession, offer a word beginning with the chosen letter. Round 1: nouns; Round 2: verbs; Round 3: adjectives. Record the words as students offer them. After several rounds, have students create a “Peter Piper style” tongue-twister with several of the words.

Name and Define Terms

Alliteration Repetition of initial consonant sounds in close proximity.

Assonance Repetition of vowel sounds or patterns of vowel sounds, including initial vowel sounds, followed by different consonant sounds. Assonance is not true rhyme because the associated consonants differ.

Proportional analogy A comparison between at least two pairs of dissimilar things based upon similar categories such that “*a* is to *b* as *c* is to *d*.”

Part I: Similar Consonant Sounds

Say the following words aloud, listening for similarities and differences. Then compare the three words by asking, “How are these words alike? How are they different?”

1. big British between
2. dark dictator decision
3. fall flood Francis

How are the three examples above the same? How are they different?

Say and compare the following words. Group words together that begin with similar consonant sounds by circling, underlining, or boxing them.

4. Peter Greek porcupine pig grape Gutenberg
5. creation blue council bouncing classical billion

Which similarity were the words sorted by?

Fill in the columns below with words that begin with the same consonant sounds.

Words beginning with the sound /m/	Words beginning with the sound /s/	Words beginning with the sound /b/	Words beginning with /__ / (choose a sound)
<i>mighty</i>			
<i>Minnesota</i>			
<i>marching</i>			

Similar First Consonant Sounds in Analogies

As mentioned in chapter 1, analogies are similar to bridges: analogies connect words or ideas instead of the opposite banks of a river. Consider this analogy:

Martin : middle :: Louisiana : Lincoln

Which words in the analogy are similar? How are they alike?

Looking at the words on the left side of the analogy, *Martin* and *middle*, note that those two words have the consonant sound /m/ in common.

┌ first consonant ┐

^

Martin : middle :: Louisiana : Lincoln

Next, look at the right side of the analogy: Both *Louisiana* and *Lincoln* begin with the consonant sound /l/ and are therefore also connected by the “similar-first-consonant-sound” bridge.

In writing, whether poetry or prose, when words near one another begin with the same first consonant sound it is called **alliteration**. Instead of writing, “first consonant” in the bridge box, the term “alliteration” can be written.

Now, look at the analogy with the same bridge on both sides of the analogy to see that it clearly shows the shared relationship between the two word pairs.

┌ alliteration ┐

^

Martin : middle :: Louisiana : Lincoln

┌ alliteration ┐

^

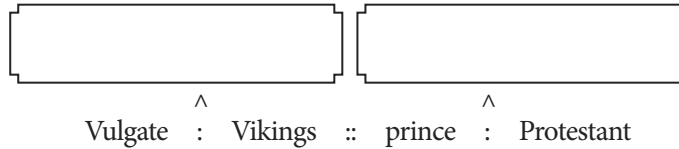
Consider this analogy:

Vulgate : Vikings :: prince : Protestant

Which words in the analogy are similar? How are they alike?

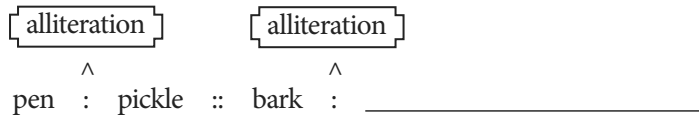


Fill in the bridge boxes to name the shared relationship between the word pairs.



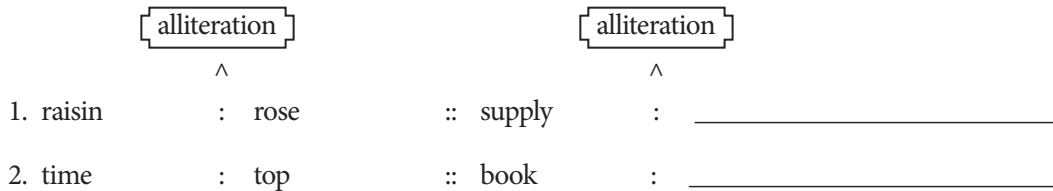
Analogies with Missing Terms

Having named the shared relationships, or bridges, in proportional analogies, the next step is to practice completing proportional analogies. First, identify the bridge between the words on the left side of the analogy as an “alliteration” bridge, like this:



To complete the analogy, select a word that shares the same first consonant sound as the *c* term (in this case, the word *bark*.) Any word that begins with the consonant sound /b/ will complete the analogy since the new word and *bark* will share the same relationship that *pen* and *pickle* share on the left side of the analogy.

Complete the following analogies based on the common category of alliteration:



Complete the following analogies by selecting both words on the right side of the analogy:



From Analogy to Figure of Speech: Alliteration

Authors and public speakers use alliteration in their work to create a pleasant sound.

Consider these sentences:

Mischievous, mighty monsters might move many magnificent mountains.

Fifteen frantic farmers found forty fluffy foxes feasting ferociously.

Naturally, nobody knew nine nightingales nibbled ninety nuts.

These are fun, but they are extreme examples. A writer does not have to use the same first letter for all the words in a sentence to be practicing alliteration. Often, only two or three words in a sentence will alliterate, and it is not necessary for them to be directly next to one another.

Consider these more likely instances of alliteration:

The big boy jumped over the wooden wall.

Timothy hopped over the tiny hill.

The president announced his plans to pacify Congress.

Consider the following example of adding alliteration to a sentence:

The girl played with the kitten in the backyard.

Without changing the meaning of the sentence, a writer can add words in order to create alliteration. One way is to add adjectives or adverbs that modify existing words in the sentence. To do this, follow the four steps below:

1. Identify a word to modify. *girl*
2. Identify the consonant sound with which the word begins. *hard /g/*
3. List some descriptive words that begin with the same consonant sound. *grumpy, golden, giggly*
4. Choose one or more words from step 3 and rewrite the sentence including alliteration.

The giggly girl played with the kitten in the backyard.

Repeat the steps above to modify the words *kitten* and *backyard*.

Excessive alliteration can result in a very fun sentence:

The gorgeous, giggly girl peacefully played with the kind and kooky kitten in the big, beautiful backyard.

Add alliteration to the three nouns in the following sentence:

The boys spotted a chipmunk in the forest.

Compare the two examples of adding alliteration to the sentence.

What is similar about these two examples of adding alliteration?

What is different about these two examples?

What are the steps to add alliteration to a sentence?

Part II: Similar Vowel Sounds

Say the following words aloud, listening for similarities and differences. Then compare the three words by asking, "How are these words alike? How are they different?"

1. big wish misfit
2. check never bed

Fill in the bridge boxes to name the shared relationship between the word pairs.

^	^
stick : thin	:: road : groan
^	^
green : each	:: hole : moat

Analogies with Missing Terms

Having named the shared relationships, or bridges, in proportional analogies, the next step is to practice completing proportional analogies. First, identify the bridge between the words on the left side of the analogy as an “assonance” bridge, like this:

assonance	assonance
^	^
winner : swim	:: found : _____

In order to complete the analogy, select a word that shares the same vowel sound as the *c* term (in this case, the word *found*.) Any word that contains the vowel sound /ou/ will complete the analogy, since the new word and *found* will share the same relationship that *winner* and *swim* share on the left side of the analogy. (Note: The words should not rhyme, but only contain the same vowel sound.)

Complete the following analogies based on the shared relationship, assonance:

assonance	assonance
^	^
1. hand : banner	:: fun : _____
2. hero : weary	:: lived : _____

Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides share the “assonance” bridge, the task will be complete.

assonance	assonance
^	^
3. bump : jungle	:: _____ : _____
4. wiggle : shin	:: _____ : _____



From Analogy to Figure of Speech: Assonance

Consider the following example of adding assonance to a sentence:

The cat played with the kitten on the rug.

Without changing the meaning of the sentence, a writer can add words in order to create assonance. One way is to add adjectives or adverbs that modify the existing words in the sentence. To do this, follow the four steps below.

1. Identify a word to modify. *kitten*
2. Identify a vowel sound within the word. *short /i/*
3. List some descriptive words that contain the same vowel sound. *thin, witty, big*
4. Choose one or more words from step 3 and rewrite the sentence including assonance.

The cat played with the big kitten on the rug.

Repeat the steps to add assonance to *cat* and *rug*.

As in alliteration, excessive assonance can result in a very fun sentence:

The black, batty cat mainly played with the big kitten on the muddy rug.

Add assonance to the following sentence:

The kids chased the mouse into the hole.

Compare the two examples of adding assonance to the sentence.

What is similar about these two examples of adding assonance?

What is different about these two examples?

What are the steps to add assonance to a sentence?

Alliteration and Assonance in Action

The sonnets on the following page contain several examples of alliteration and assonance. Read them aloud and identify the different examples of each figure of speech, using the following key:

Figure of Speech	Annotation Code	Example
Alliteration	Box around first consonants (connect over)	Mary had a l ittle l amb.
Assonance	Circle vowel sounds (connect under)	It's tucked between e e e a ms.

Hercules and the Three Golden Apples

The First

INVESTIGATING INITIAL SOUNDS

HAVE you been told the tale of treasure trees?
Of golden apples grown in garden green?
And kings who send their servants there to seize
And fetch the famous fruits that few have seen?

Now many may mistrust the myths of old
That tell the tales of gaining golden fruit,
But others, skilled and strong, hear of the gold,
And smilingly set sail to seize the loot.

But grasping golden fruit was fairly hard
For by a trusted troop the tree was kept.
A dragon with a hundred heads stood guard
And fifty heads would watch while fifty slept.

This quest, for some, was easily dismissed,
But others, brave and brash, could not resist.

Hercules and the Three Golden Apples

The Second

SEARCHING FOR CERTAIN SOUNDS

NOW here's a hero, weary from his walks
Around the grounds and towns near ancient Greece,
Who never would neglect his king's request,
Therefore, he lived with little rest or peace.

With bow strapped to his back and club in hand,
Wrapped in the skin of lion he had slain,
He traveled and did battle in the land
To fetch the thing the king desired to gain.

He was intrepid, bold, and brave combined
Just like the lion draped upon his chest,
But he was also generous and kind,
And with a noble heart fulfilled his quest.

So over unknown roads he walked alone
To serve the one who sat on royal throne.

"Hercules and the Three Golden Apples" was inspired by "The Three Golden Apples" written by Nathaniel Hawthorne, originally published in *A Wonder Book for Girls & Boys* by Donohue Henneberry & Company of Chicago, Illinois, in 1851. If interested, you can find the 1892 version, used here for inspiration, printed by Houghton, Mifflin & Company, at Project Gutenberg.



Day 1 At Home: Alliteration

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Alliteration Repetition of initial _____ sounds in close proximity.

Proportional analogy A comparison between at least two pairs of _____ things based upon _____ categories such that “*a* is to *b* as *c* is to *d*.”

Proportional Analogies

Complete the following analogies based on the common category of alliteration:

- | | | | | |
|--|----|--|--|-------|
| alliteration | | alliteration | | |
| ^ | | ^ | | |
| 1. camp : car | :: | skunk : | | _____ |
| 2. rope : remain | :: | duck : | | _____ |
| 3. couch : cup | :: | jump : | | _____ |

Complete the following analogies by selecting both words on the right side of the analogy. The words on both sides should share the “alliteration” bridge.

- | | | | | |
|--|----|--|--|-------|
| alliteration | | alliteration | | |
| ^ | | ^ | | |
| 4. walrus : wish | :: | _____ : | | _____ |
| 5. run : rowdy | :: | _____ : | | _____ |
| 6. black : busy | :: | _____ : | | _____ |

Alliteration

Write the steps to add alliteration to a sentence.

1. _____
2. _____
3. _____
4. _____

Add alliteration to the following sentence:

The class had already begun when the visitor arrived.

1. Identify a word to modify. _____
2. Identify the consonant sound with which the word begins. _____
3. List some descriptive words that begin with the same consonant sound. _____

4. Choose one or more words from step 3 and rewrite the sentence with alliteration.

Day 2 At Home: Alliteration

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Assonance Repetition of _____ sounds or patterns of vowel sounds followed by different consonant sounds, including initial vowel sounds. Assonance is not true _____ because the associated consonants differ.

Proportional analogy A _____ between at least two pairs of dissimilar things based upon similar categories such that “*a* is to *b* as *c* is to *d*.”

Proportional Analogies

Complete the following analogies based on the common category of alliteration:

alliteration

^

alliteration

^

1. quick : queen :: school : _____
2. trump : try :: horse : _____
3. zoo : zebra :: leaf : _____



Complete the following analogies. The words on both sides of the analogy should share the “alliteration” bridge.

alliteration

^

alliteration

^

4. limber : laugh :: _____ : _____

5. slam : silly :: _____ : _____

6. fault : for :: _____ : _____

Alliteration

Add alliteration to the following sentence:

When the rain falls, the grass grows.

1. _____
2. _____
3. _____
4. _____

Day 3 At Home: Assonance

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Standard form (_____) A formula for writing analogies where each letter (a, b, c, d...) represents a word or group of words.

Term The word (or group of words) that replaces each _____ in a standard form analogy.

Proportional Analogies

Complete the following analogies based on the common category of assonance:

assonance

^

assonance

^

1. crunch : number :: blue : _____

2. cat : rabbit :: speak : _____

3. meek : bean :: buds : _____

Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides of the analogy share the “assonance” bridge, the task will be complete.

- | | | | | | | |
|----------|-----------|-------|-----------|-------|---|-------|
| | assonance | | assonance | | | |
| ^ | | | ^ | | | |
| 4. pain | : | spade | :: | _____ | : | _____ |
| 5. draw | : | laud | :: | _____ | : | _____ |
| 6. greed | : | mean | :: | _____ | : | _____ |

Assonance

Add assonance to the following sentence:

Four boys ran up the hill.

1. _____
2. _____
3. _____
4. _____

Day 4 At Home: Assonance

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Analogy A _____ of any two things based upon similar categories.

Term The _____ (or group of _____) that replaces each letter in a standard form analogy.

Proportional Analogies

Complete the following analogies based on the common category of assonance:

- | | | | | | | |
|-----------|-----------|-----------|-----------|------|---|-------|
| | assonance | | assonance | | | |
| ^ | | | ^ | | | |
| 1. pope | : | groan | :: | fish | : | _____ |
| 2. cringe | : | win | :: | brew | : | _____ |
| 3. seal | : | between:: | | hop | : | _____ |



Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides of the analogy share the “assonance” bridge, the task will be complete.

assonance

^

assonance

^

- 4. window : shin :: _____ : _____
- 5. teach : believe :: _____ : _____
- 6. mother : won :: _____ : _____

Assonance

Add assonance to the following sentence:

The bell rang at the prince’s arrival.

- 1. _____
- 2. _____
- 3. _____
- 4. _____



SIMILAR SOUNDS

3 Rhyme and Review

In Community

Exordium

Begin community day with the game “Find a Rhyme.” Tutor (or student), choose a word to begin the game. Go around the group, testing all the letters of the alphabet for rhymes to the given word.

Name and Define Terms

Rhyme Two words with the same final consonant and/or vowel sound.

Similar End Sounds

Say the following words aloud, listening for similarities and differences. Then compare the three words by asking, “How are these words alike? How are they different?”

- | | | |
|-------------|---------|----------|
| 1. partake | break | snake |
| 2. flea | foresee | disagree |
| 3. engineer | fear | deer |

Words that **rhyme** are words that contain the same final consonant and/or vowel sounds. Rhyme is one of the most common figures of speech in English poetry.

Say and compare the following words. Group together words that rhyme by circling, underlining, or boxing them.

- | | | | | | |
|----------|---------|---------|----------|------|----------|
| 4. press | seed | mess | restless | need | creed |
| 5. clock | hemlock | destroy | peacock | boy | corduroy |

Which similarity were the words sorted by?

Similar End Sounds and Analogies

Analogies are similar to bridges. Analogies connect words or ideas like a bridge connects opposite banks of a river.

Consider this analogy:

grow : below :: spaceship : flip

Which words in the analogy are similar? How are they different?

Considering the words on the left side of the analogy, *grow* and *below*, note that those two words rhyme with one another. “Rhyme” is the bridge that connects them.

rhyme
^
grow : below :: spaceship : flip

Next, look at the right side of the analogy. Both *spaceship* and *flip* end with the same vowel and consonant sounds, so they are also connected by the “rhyme” bridge. Now, look at the analogy with the same bridge on both sides of the analogy to see that it clearly shows the shared relationship between the two word pairs.

rhyme rhyme
^ ^
grow : below :: spaceship : flip

Consider the following analogies:

1. goat : wrote :: child : reconciled

Which words in the analogy are similar? How are they alike?

Fill in the bridge boxes with the name of the category that relates the word pairs.

[] []
^ ^
goat : wrote :: child : reconciled

2. food : include :: divine : assign

Which words in the analogy are similar? How are they alike?

Fill in the bridge boxes with the name of the category that relates the word pairs.

[] []
^ ^
food : include :: divine : assign

Analogies with Missing Terms

Having named the shared relationships, or bridges, in proportional analogies, the next step is to practice completing proportional analogies. First, identify the bridges between the words on both sides of the analogy as a “rhyme” bridge, like this:



rhyme rhyme
 ^ ^
 table : label :: think : _____

To complete the analogy, select a word that shares the same first consonant sound as the *c* term (in this case, the word *think*.) Any word that rhymes with *think* will complete the analogy, since the new word and *think* will share the same relationship that *table* and *label* share on the left side of the analogy.

Complete the following analogies based on the common category of rhyme:

- rhyme rhyme
 ^ ^
1. pillow : armadillo :: mouse : _____
 2. ahead : bobsled :: sweet : _____
 3. horseshoe : kung fu :: clean : _____
 4. airfoil : spoil :: while : _____
 5. constitution : revolution :: quilt : _____

Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides of the analogy share the “rhyme” bridge, the task will be complete.

- rhyme rhyme
 ^ ^
1. camel : mammal :: _____ : _____
 2. snail : mail :: _____ : _____
 3. wonder : under :: _____ : _____

From Analogy to Figure of Speech: Rhyme

There are several different ways to use rhyme in writing. One way is to rhyme two or more words within a single sentence, as in the following examples:

The actress portraying a princess wore a big wig.

The dog and the hog sat together on a log.

However, rhyming the final words of several lines of poetry is a more common practice in English. For example, most nursery rhymes use end rhyming. Consider the classic “Humpty Dumpty”:

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall;
 All the king’s horses and all the king’s men
 Couldn’t put Humpty together again.

Consider the following example of writing several sentences that rhyme:

A. The boy was reading his favorite book.

1. List five to ten words that rhyme with the final word of the sentence. *look, shook, hook, unhook, took, mistook, crook, brook, outlook*
2. Select some rhyming words from step 1 and write three sentences that end with those words.

The boy was reading his favorite book.

He read about Peter Pan and Captain Hook.

He was surprised to discover how long it took.

It was about a noble hero and an evil crook.

In the following exercises, the final words of the sentences must rhyme, but the sentences do not necessarily need to tell a story.

Repeat the steps with the following sentence:

B. Five puppies ran together through the park.

Compare the two examples of creating sentences that rhyme.

What are some similarities between examples A and B? What are some differences?

What are the steps to rhyme the final words of two or more sentences?



Write three sentences that rhyme with each of the following sentences:

A. The sailor was working hard to fix the ship.

B. The chef prepared one hundred plates of steak.

Rhyme in Action

Read the following sonnet aloud and identify the different examples of rhyming.

Figure of Speech	Annotation Code	Example
Rhyme	Underline, underline	<u>Look</u> how she <u>shook</u> the <u>book</u> .

Hercules and the Three Golden Apples

The Third

NOTICING TIMES OF RHYMES

ALTHOUGH our hero's courage may inspire,
 The knowledge of the way he did require,
 So, as he passed through village, town, and shire,
 Of man and maiden, he had to inquire.

But no one knew the way nor could they show
 Our hero where the golden fruit did grow.
 So, on he traveled into valley low,
 And met some maidens near the river's flow.

The maidens played and danced in flowing gowns
 And wove the grass and flowers into crowns,
 Where lively pinks and purples, greens and browns
 Did drive away all sadness, griefs, and frowns.

But when our hero asked them for the way,
 They dropped their crowns not knowing what to say.



Day 1 At Home: Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Proportional analogy A comparison between at least two pairs of _____ things based upon similar categories such that “*a* is to *b* as *c* is to *d*.”

Rhyme Two words with the same _____ consonant and/or vowel sound.

Proportional Analogies

Complete the following analogies:

- | | | | | | | |
|------------|-------|--------|----|---------|---|-------|
| | rhyme | | | rhyme | | |
| | ^ | | | ^ | | |
| 1. kid | : | forbid | :: | girl | : | _____ |
| 2. require | : | attire | :: | between | : | _____ |
| 3. jump | : | bump | :: | lever | : | _____ |

Complete the following analogies. The words on both sides of the analogy should share the “rhyme” bridge.

- | | | | | | | |
|------------|-------|---------|----|-------|---|-------|
| | rhyme | | | rhyme | | |
| | ^ | | | ^ | | |
| 4. cloud | : | plowed | :: | _____ | : | _____ |
| 5. believe | : | receive | :: | _____ | : | _____ |
| 6. wheel | : | reveal | :: | _____ | : | _____ |

For each example sentence, write three more sentences that end in rhyming words.

A. She galloped through the meadow toward the shed.

1. List five to ten words that rhyme with the final word of the sentence.

2. Select some rhyming words from step 1 and write three sentences that end with those words.

She galloped through the meadow toward the shed.

B. The children sat together on the floor.

1. List five to ten words that rhyme with the final word of the sentence.

2. Select some rhyming words from step 1 and write three sentences that end with those words.

The children sat together on the floor.

Day 2 At Home: Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Proportional analogy A comparison between at least two pairs of dissimilar things based upon

_____ categories such that “*a* is to *b* as *c* is to *d*.”

Rhyme Two words with the same final consonant and/or _____.

Proportional Analogies

Complete the following analogies:

rhyme

^

rhyme

^

1. plate : create :: table : _____

2. string : bling :: quaint : _____

3. mouse : house :: never : _____



Complete the following analogies. The words on both sides of the analogy should share the “rhyme” bridge.

rhyme

^

rhyme

^

4. picky : sticky :: _____ : _____
5. key : bee :: _____ : _____
6. light : flight :: _____ : _____

Rhyme

For each example sentence, write three sentences that end in rhyming words.

The lady labored long to light the lamp.

1. List five to ten words that rhyme with the final word of the sentence.

2. Select some rhyming words from step 1 and write three sentences that end with those words.

The lady labored long to light the lamp.

Day 3 At Home: Review Alliteration, Assonance, and Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Assonance Repetition of _____ sounds or patterns of vowel sounds, including initial vowel sounds, followed by different consonant sounds. Assonance is not true rhyme because the associated consonants differ.

Proportional analogy A _____ between at least two pairs of dissimilar things based upon similar categories such that “*a* is to *b* as *c* is to *d*.”

Proportional Analogies

Translate the following analogies:

1. Town is to city as field is to park. _____

2. multiplication : division :: addition : subtraction

3. dog : mammal :: snake : reptile

Fill in the bridge boxes in the following analogies:

4. math : map :: Classical : Conversations
[] []

5. challenge : choice :: show : shirt
[] []

Fill in the bridge boxes based on the a and b terms, then complete the other terms.

6. happy : hippo :: [] : box :: [] : []

Rhyme

For each of the following words, give two examples of words that use the same final consonant and/or vowel sound.

7. light _____

8. droop _____

9. pig _____

Write three sentences that end in rhyming words.

10. The child lost his coat.

List five to ten words that rhyme with the final word of the sentence.



Select some of the rhyming words and write three sentences that end with those words.

Day 4 At Home: Review Alliteration, Assonance, and Rhyme

Review Terms

Fill in the blanks to complete the definitions below.

_____ Repetition of initial consonant sounds in close proximity.

Rhyme Two words with the same final consonant and/or _____.

Alliteration, Assonance, and Rhyme

1. Read the poem on the next page aloud.
2. Read it again aloud and box at least two examples of alliteration.
3. Read it again aloud and circle at least two examples of assonance.
4. Read it aloud again and underline at least two examples of rhyme.

Figure of Speech	Annotation Code	Example
Alliteration	Box around first consonants (connect over)	Mary had a l ittle l amb.
Assonance	Circle vowel sounds (connect under)	It's tucked between e en e three e beams.
Rhyme	Underline, underline	<u>L</u> ook how she <u>sh</u> ook the <u>b</u> ook.

The Tyger by William Blake

TYGER, Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

PAGES 169–177

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For Further Reading

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FIGURES OF SPEECH

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Day 1 At Home: Analogy Basics

Review Terms

- When translating an analogy in sentence form to symbolic form, what symbol replaces the words "is to" or "are to"?
a colon (:)
- When translating an analogy in sentence form to symbolic form, what symbol replaces the word "as"?
a double colon (::)

Translating Analogies

3. Write the steps to translate an analogy from sentence form into symbolic form.

- Step 1: *Circle the words in the analogy that will be replaced by symbols.*
 Step 2: *Rewrite the sentence, replacing the circled words with the proper symbols.*

Translate the following analogies from sentence form to symbolic form:

- Heat is to oven as cold is to refrigerator. *heat : oven :: cold : refrigerator*
- Hand is to arm as foot is to leg. *hand : arm :: foot : leg*
- Stem is to flower as trunk is to tree. *stem : flower :: trunk : tree*
- Write the steps to translate an analogy from symbolic form to sentence form.
 Step 1: *Remove the (:) and the (::) and leave extra space for words.*
 Step 2: *Replace the (:) with "is to" and (::) with "as"*

Translate the following analogies from symbolic form to sentence form:

- penguin : South Pole :: anaconda : equator
A penguin is to the South Pole as an anaconda is to the equator.
- past participle : -ed :: present participle : -ing
A past participle is to -ed as a present participle is to -ing.
- Hong Kong : China :: Los Angeles : United States
Hong Kong is to China as Los Angeles is to the United States.

Day 2 At Home: Analogy Basics

Standard Form

Given the standard form *a : b :: c : d*, identify the terms in the following analogy:

ice cream : cold :: soup : hot

What is the *a* term in this analogy? *ice cream* What is the *b* term? *cold*
 What is the *c* term? *soup* What is the *d* term? *hot*

Translating Analogies

Translate the following analogies from sentence form to symbolic form:

- Golf club is to golf ball as bat is to baseball. *golf club : golf ball :: bat : baseball*
- Heat is to fire as cold is to snow. *heat : fire :: cold : snow*
- Grass is to cow as mouse is to snake. *grass : cow :: mouse : snake*

Translate the following analogies from symbolic form to sentence form:

- cold : South Pole :: hot : equator
Cold is to the South Pole as hot is to the equator.
- Alps : Switzerland :: Himalayas : Tibet
The Alps are to Switzerland as the Himalayas are to Tibet.
- flns : fish :: wings : airplane
Flns are to a fish as wings are to an airplane.

Day 3 At Home: Analogy Basics

Standard Form

Given the standard form *a : b :: c : d :: e : f*, identify the terms in the following analogy:

Oregon : Pacific Ocean :: South Carolina : Atlantic Ocean :: Mississippi : Gulf of Mexico
 What is the *a* term in this analogy? *Oregon*
 What is the *b* term? *Pacific Ocean*
 What is the *c* term? *South Carolina*
 What is the *d* term? *Atlantic Ocean*
 What is the *e* term? *Mississippi*
 What is the *f* term? *Gulf of Mexico*

Note: For exercises that have more than one correct answer, some possible answers are provided in gray script.

Translating Analogies

Translate the following analogies from sentence form to symbolic form:

1. Ring is to bell as honk is to horn. ring : bell :: honk : horn
2. Bark is to dog as neigh is to horse. bark : dog :: neigh : horse

Translate the following analogies from symbolic form to sentence form:

3. jalapeño : pepper :: Gala : apple
Jalapeño is to pepper as Gala is to apple.
4. Lincoln : Civil War :: Roosevelt : World War II
Lincoln is to Civil War as Roosevelt is to World War II.

Day 4 At Home: Analogy Basics

Translating Analogies

Translate the following analogies from sentence form to symbolic form:

1. Green is to grass as blue is to sky. green : grass :: blue : sky
2. Lakes are to Minnesota as plains are to Kansas.
lakes : Minnesota :: plains : Kansas
3. Two is to four as three is to six as four is to eight.
two : four :: three : six :: four : eight

Translate the following analogies from symbolic form to sentence form:

4. fur : dog :: feathers : bird
Fur is to dog as feathers are to bird.
5. nucleus : atom :: core : Earth
Nucleus is to atom as core is to Earth.
6. 1492 : Columbus :: 1620 : Pilgrims
1492 is to Columbus as 1620 is to Pilgrims.

Hercules and the Three Golden Apples

The First

INVESTIGATING INITIAL SOUNDS

HAVE you been told the tale of treasure trees? Of golden apples grown in garden green? And kings who send their servants there to seize And fetch the famous fruits that few have seen?

Now many may mistrust the myths of old That tell the tales of gaining golden fruit, But others, skilled and strong, hear of the gold, And smilingly set sail to seize the loot.

But grasping golden fruit was fairly hard For by a trusted troop the tree was kept. A dragon with a hundred heads stood guard And fifty heads would watch while fifty slept.

This quest, for some, was easily dismissed, But others, brave and rash, could not resist.

Hercules and the Three Golden Apples

The Second

SEARCHING FOR CERTAIN SOUNDS

NOW he's a hero, weary from his walks Around the grounds and towns near ancient Greece, Who never would forget his king's request, Therefore, he fled with the cat or pease.

With bow strapped to his back and club in hand, Wrapped in the skin of lion he had slain, He traveled and did battle in the land To fetch the thing the king desired to gain.

He was intrepid, bold, and brave combined Just like the lion draped upon his chest, But he was also generous and kind, And with a noble heart fulfilled his quest.

So over unknown roads he walked alone To serve the one who sat on royal throne.

Chapter 2 At-Home Solutions

"Hercules and the Three Golden Apples" was inspired by "The Three Golden Apples" written by Nathaniel Hawthorne, originally published in *A Wonder Book for Girls & Boys* by Donohue Henneberry & Company of Chicago, Illinois, in 1851. If interested, you can find the 1892 version, used here for inspiration, printed by Houghton, Mifflin & Company, at Project Gutenberg.



Day 1 At Home: Alliteration

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Alliteration Repetition of initial consonant sounds in close proximity.

Proportional analogy A comparison between at least two pairs of dissimilar things based upon similar categories such that "a is to b as c is to d."

Proportional Analogies

Complete the following analogies based on the common category of alliteration:

- 1. camp : car :: skunk : answers will vary; must begin with /s/
- 2. rope : remain :: duck : answers will vary; must begin with /d/
- 3. couch : cup :: jump : answers will vary; must begin with /j/

Complete the following analogies by selecting both words on the right side of the analogy. The words on both sides should share the "alliteration" bridge.

- 4. walrus : wish :: answers will vary : answers will vary
- 5. run : rowdy :: answers will vary : answers will vary
- 6. black : busy :: answers will vary : answers will vary

Alliteration

Write the steps to add alliteration to a sentence.

1. Identify a word to modify
2. Identify the consonant sound with which the word begins
3. List some descriptive words that begin with the same consonant sound.
4. Choose one or more words from step #3 and rewrite the sentence with alliteration.

Add alliteration to the following sentence:

The class had already begun when the visitor arrived.

1. Identify a word to modify. answers will vary
2. Identify the consonant sound with which the word begins. _____
3. List some descriptive words that begin with the same consonant sound. _____
4. Choose one or more words from step 3 and rewrite the sentence with alliteration. _____

Day 2 At Home: Alliteration

Sonnet

Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Assonance Repetition of vowel sounds or patterns of vowel sounds followed by different consonant sounds, including initial vowel sounds. Assonance is not true rhyme because the associated consonants differ.

Proportional analogy A comparison between at least two pairs of dissimilar things based upon similar categories such that "a is to b as c is to d."

Proportional Analogies

Complete the following analogies based on the common category of alliteration:

- 1. quick : queen :: school : answers will vary; must begin with /s/
- 2. trump : try :: horse : answers will vary; must begin with /h/
- 3. zoo : zebra :: leaf : answers will vary; must begin with /l/

Note: For exercises that have more than one correct answer, some possible answers are provided in gray script.

Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides of the analogy share the "assonance" bridge, the task will be complete.

4. pain : spade :: answers will vary : answers will vary
5. draw : land :: answers will vary : answers will vary
6. greed : mean :: answers will vary : answers will vary

Assonance

Add assonance to the following sentence:

Four boys ran up the hill.

- answers will vary
- _____
- _____
- _____

Day 4 At Home: Assonance

Sonnet
Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Analogy A comparison of any two things based upon similar categories.
Term The word (or group of words) that replaces each letter in a standard form analogy.

Proportional Analogies

Complete the following analogies based on the common category of assonance:

1. pope : groan :: fish : answers will vary; must contain /i/
2. cringe : win :: brew : answers will vary; must contain /ew/
3. seal : between :: hop : answers will vary; must contain /ah/

Complete the following analogies. The words on both sides of the analogy should share the "alliteration" bridge.

4. lumber : laugh :: answers will vary : answers will vary
5. slam : silly :: answers will vary : answers will vary
6. fault : for :: answers will vary : answers will vary

Alliteration

Add alliteration to the following sentence:

When the rain falls, the grass grows.

- answers will vary
- _____
- _____
- _____

Day 3 At Home: Assonance

Sonnet
Re-read the sonnets from community day aloud. Identify and annotate any additional examples of alliteration and assonance using the abbreviations and symbols in the chart.

Review Terms

Complete the definitions by filling in the blanks with the proper words from the glossary.

Standard form (a : b :: c : d) A formula for writing analogies where each letter (a, b, c, d...) represents a word or group of words.

Term The word (or group of words) that replaces each letter in a standard form analogy.

Proportional Analogies

Complete the following analogies based on the common category of assonance:

1. crunch : number :: blue : answers will vary; must contain /ew/
2. cat : rabbit :: speak : answers will vary; must contain /e/
3. meek : bean :: buds : answers will vary; must contain /i/



Complete the following analogies by selecting both words on the right side of the analogy. As long as the words on both sides of the analogy share the "assonance" bridge, the task will be complete.

- assonance [^]
 4. window : shin :: answers will vary : answers will vary
 5. teach : believe :: answers will vary : answers will vary
 6. mother : won :: answers will vary : answers will vary

Assonance

Add assonance to the following sentence:

The bell rang at the prince's arrival.

1. answers will vary
2. _____
3. _____
4. _____

Rhyme in Action

Read the following sonnet aloud and identify the different examples of rhyming.

Figure of Speech	Annotation Code	Example
Rhyme	Underline, underline	Look how she shook the <u>book</u> .

Hercules and the Three Golden Apples

The Third

NOTICING TIMES OF RHYMES

ALTHOUGH our hero's courage may inspire,

The knowledge of the way he did require,

So, as he passed through village, town, and shire,

Of man and maid, he had to inquire.

But no one knew the way nor could they show

Our hero where the golden fruit did grow.

So on he traveled into valley low

And met some maidens near the river's flow.

The maidens played and danced in flowing gowns

And wove the grass and flowers into crowns,

Where lively pinks and purples, greens and browns

Did drive away all sadness, griefs, and frowns.

But when our hero asked them for the way,

They dropped their crowns not knowing what to say.

Note: For exercises that have more than one correct answer, some possible answers are provided in gray script.

Day 1 At Home: Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Proportional analogy A comparison between at least two pairs of dissimilar things based upon similar categories such that "a is to b as c is to d."

Rhyme Two words with the same final consonant and/or vowel sound.

Proportional Analogies

Complete the following analogies:

1. kid : forbid :: girl : answers will vary
2. require : attire :: between : answers will vary
3. jump : bump :: lever : answers will vary

Complete the following analogies. The words on both sides of the analogy should share the "rhyme" bridge.

4. cloud : plowed :: answers will vary : answers will vary
5. believe : receive :: answers will vary : answers will vary
6. wheel : reveal :: answers will vary : answers will vary

For each example sentence, write three more sentences that end in rhyming words.

A. She galloped through the meadow toward the shed.

1. List five to ten words that rhyme with the final word of the sentence.

Answers will vary; words listed must rhyme with "shed."

2. Select some rhyming words from step 1 and write three sentences that end with those words.

She galloped through the meadow toward the shed.

Answers will vary; final word of each sentence must rhyme with "shed."

B. The children sat together on the floor.

1. List five to ten words that rhyme with the final word of the sentence.

Answers will vary; words listed must rhyme with "floor."

2. Select some rhyming words from step 1 and write three sentences that end with those words.

The children sat together on the floor.

Answers will vary; final word of each sentence must rhyme with "floor."

Day 2 At Home: Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Proportional analogy A comparison between at least two pairs of dissimilar things based upon

similar categories such that "a is to b as c is to d."

Rhyme Two words with the same final consonant and/or sound.

Proportional Analogies

Complete the following analogies:

1. plate : create :: table : answers will vary
2. string : bling :: quaint : answers will vary
3. mouse : house :: never : answers will vary



Complete the following analogies. The words on both sides of the analogy should share the "rhyme" bridge.

- 4. picky : sticky :: rhyme : answers will vary
- 5. key : bee :: answers will vary : answers will vary
- 6. light : flight :: answers will vary : answers will vary

Rhyme

For each example sentence, write three sentences that end in rhyming words.

The lady labored long to light the lamp.

- 1. List five to ten words that rhyme with the final word of the sentence.

Answers will vary; words listed must rhyme with "lamp"

- 2. Select some rhyming words from step 1 and write three sentences that end with those words.

The lady labored long to light the lamp.

Answers will vary; final word of each sentence must rhyme with "lamp"

Day 3 At Home: Review Alliteration, Assonance, and Rhyme

Sonnet

Re-read the sonnet from community day aloud. Identify and annotate any additional examples of rhyme, alliteration, and assonance using the abbreviations and symbols in the chart.

Review Terms

Assonance Repetition of vowel sounds or patterns of vowel sounds, including initial vowel sounds, followed by different consonant sounds. Assonance is not true rhyme because the associated consonants differ.

Proportional analogy A comparison between at least two pairs of dissimilar things based upon similar categories such that "a is to b as c is to d."

Proportional Analogies

Translate the following analogies:

- 1. Town is to city as field is to park. town : city :: field : park
- 2. multiplication : division :: addition : subtraction. Multiplication is to division as addition is to subtraction.
- 3. dog : mammal :: snake : reptile Dog is to mammal as snake is to reptile.

Fill in the bridge boxes in the following analogies:

- 4. math : map :: Classical : Conversations
alliteration : map :: Classical : alliteration
- 5. challenge : choice :: show : shirt
alliteration : choice :: show : alliteration

Fill in the bridge boxes based on the a and b terms, then complete the other terms.

- 6. happy : hippo :: alliteration : box
alliteration : hippo :: alliteration : box

Rhyme

For each of the following words, give two examples of words that use the same final consonant and/or vowel sound.

- 7. light Answers will vary; must rhyme with "light."
- 8. droop Answers will vary; must rhyme with "droop."
- 9. pig Answers will vary; must rhyme with "pig."

Write three sentences that end in rhyming words.

- 10. The child lost his coat.

List five to ten words that rhyme with the final word of the sentence.

Answers will vary; words listed must rhyme with "coat"

Note: For exercises that have more than one correct answer, some possible answers are provided in gray script.

July 30, 2019

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Chief Academic Officer