

This is the low-tech version of the analogy activity for the Palm. Print out the next 13 pages and then put them in page protectors. On the front of some of the pages is a tiny number in the top left corner. These are meant to be shown to your class or audience. I suggest you place them in a plastic page protector.... each one gets its own sleeve. The other pages are teacher notes. They are numbered also. They are meant to be put in the same page protector as the class page. Match the numbers. For example, the poster with dog:cat::puppy:kitten has a tiny #1 on it. There's a teacher's notes page that has the same number 1 on it. Put these two pages in the same page protector. Now as you hold up the one side for the class to see, you can read off the backside that has the corresponding teacher notes.

You may share this activity with other teachers but please give credit to the author.

Thanks,
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1.

dog:puppy::cat:kitten

2.

dog:cat::puppy:kitten

dog:cat::puppy:kitten

dog:xxx::puppy:kitten

dog:xxx::puppy:kitten

dog:xxx::puppy:cub

dog:*bear*::puppy:cub

dog:*lion*::puppy:cub

dog:*tiger*::puppy:cub

dog:puppy::cat:kitten

1. Remember analogies? (SAT? GRE? ACT?)

Besides the language and logical thinking exercise, analogies are an excellent introduction to proportion and ratio. Both order and content are important in analogies and in proportions.

Do a quick check and make sure everyone really knows what analogies are, pair a novice with an experienced analogy maker if necessary.

dog:cat::puppy:kitten

2. Sometimes, the order of an analogy is the hardest part. There are many correct combinations but there are just as many incorrect combinations. *(Hold up both #1 and #2 side by side)*

Now you are going to think of an analogy of your own. And you are going to write it on the first line of your document, using standard analogy format with the colons. I will leave these two examples up so you can see the format if you've forgotten it or not already familiar with it.

Show them how to open the software (Pick one: FreeWrite, Memo Pad, Notepad,...) and start a new document.

If they've been using Graffiti, explain that they can use that or the tap keyboard. Demonstrate the tap keyboard to everyone, as that is the best way to put in the colons. Instruct them to write their analogy on the first line of the document.

Anyone who finishes early can create a second new document and put yet another analogy on the first line of the new document. This could be a rearrangement of their first analogy or a totally new analogy.

dog:cat::puppy:kitten

3. *After everyone is finished with at least one analogy, explain, “As a teacher, I could just have everyone beam their analogy to me and I check them and beam them back. But let’s move the thinking level up on Bloom’s taxonomy, make the activity more fun and more interactive, and save you as a teacher an awful lot of grading time.*

You are going to turn your analogy into an analogy puzzle for someone else to solve. You’re going to make a fill-in-the-blank analogy.

If you’re using the tap keyboard, tap “done”.

Pick one word from your analogy that you want to make your friend guess. A double tap on that word is one way to highlight.

dog:xxx::puppy:kitten

4. While that word is highlighted, type or use Graffiti to write “xxx”. The word from your analogy should now be replaced with an xxx.

Now you are ready to beam.

Tap the menu bar (or tap the menu bar icon on the next to the graffiti area).

Tap “beam”

Point your infrared ports at each other.

Tap “Yes” when it asks you to accept into a new document.

dog:xxx::puppy:kitten

5. Solve your friend's analogy using the double tap method.

When you're both done, beam them back and check.

dog:xxx::puppy:cub
dog:bear::puppy:cub
dog:lion::puppy:cub
dog:tiger::puppy:cub

6. Be prepared for a different correct answer than you thought of. Just because your friend gave a different answer than you had, doesn't mean that s/he is wrong. Have a discussion. Figure out what two different thought processes you two were having. Try to think of other possible answers.

Beam your analogy to new people, make new analogies, have fun.

Give the group at least 5 minutes to beam and share and discuss. Join in the beaming yourself. Send some and receive some. It will be critical to the next part of the presentation.

7. Note that there is nothing on the other side of this card to hold up now. This card is just for your use to discuss educational merit of the activity and classroom logistics.

So let's evaluate.

Did you have fun?

Were you actively engaged?

How much of the fun was the novelty of the Palms and how much was the intellectual engagement of the activity?

How could I as a teacher have engaged a student that wasn't participating?

What are the advantages to doing analogies this way compared to a traditional worksheet?

What are the disadvantages?

What would have been good student objectives for this activity?

What learning differences could have been accommodated by practicing analogies in this manner?

How can you assess your student's work when it's done in this fashion?