

When comparing two things, you try to find the way or ways in which they are alike. Consider these attributes as you compare things:

- look (size, color, shape, pattern, etc.)
- sound (loud, soft, high, low, shrill, etc.)
- feel (cold, hot, rough, smooth, wet, slimy, etc.)
- smell (fragrant, moldy, stinky, etc.)
- taste (sweet, salty, sour, bitter, spicy, etc.)

Here are some other ways things can be alike:

- category (a refrigerator and a stove are both appliances)
- use (an elevator and an escalator both move people up and down in buildings)
- value (a house and a diamond necklace are both expensive)
- material (a staple and a can are both made of metal)

Sometimes, in a class like science or social studies, you will be asked to compare things by other features, such as:

- where they are found (monkeys and giant ferns are both in the rain forest)
- with whom they are associated (kayaks and igloos were both used by Arctic Native Americans)
- causes (both colds and the flu are caused by viruses)
- results (Amendments 15 and 19 both expanded the right to vote)

Comparing



Name two items that are:

- | | | |
|--------------------------------|-------|-------|
| 1. bitter | _____ | _____ |
| 2. gray | _____ | _____ |
| 3. slick | _____ | _____ |
| 4. free | _____ | _____ |
| 5. smelly | _____ | _____ |
| 6. found in the desert | _____ | _____ |
| 7. make a loud sound | _____ | _____ |
| 8. microscopic | _____ | _____ |
| 9. building materials | _____ | _____ |
| 10. made of glass | _____ | _____ |
| 11. causes of heart disease | _____ | _____ |
| 12. see-through | _____ | _____ |
| 13. places where money is kept | _____ | _____ |
| 14. harmful to the environment | _____ | _____ |
| 15. entertaining | _____ | _____ |

Comparing



Write one way each pair of items is alike. Tell more than one way if you can.

1. crocodile hide

tree bark

2. baking bread

roses

3. battery

gasoline

4. letter

computer

5. tennis racquet

golf club

6. crane

cement mixer

7. garden hose

electrical cord

8. cloud

star

9. governor

president

10. pine cones

coconuts

When contrasting two things, you try to find the differences between them. Things may differ in these ways:

- look (size, color, shape, pattern, etc.)
- sound (loud, soft, high, low, shrill, etc.)
- feel (cold, hot, rough, smooth, wet, slimy, etc.)
- smell (fragrant, moldy, stinky, etc.)
- taste (sweet, salty, sour, bitter, spicy, etc.)

Things may also differ in the following ways:

- category (a lizard is a reptile and a frog is an amphibian)
- use (a dictionary tells definitions and a map tells locations)
- value (a car is costly and a pencil is inexpensive)
- material (one towel may be made of cloth and another towel may be made of paper)
- where found (a well is underground and a water tower is above ground)
- with whom associated (a microscope is associated with a biologist and a barometer is associated with a weather forecaster or meteorologist)
- strength (a thread is weak and a rope is strong)
- results (a hurricane causes more destruction than a thunderstorm)
- causes (some diseases are caused by bacteria and some are caused by viruses)

Contrasting



Tell one way each pair of items is different. Tell more than one way if you can.

1. picnic table

workbench

2. forest

garden

3. vinegar

bleach

4. gourd

cherry

5. gorilla

polar bear

6. skateboard

motorcycle

7. a geyser

a volcano

8. camera

computer

9. storybook

textbook

10. fracture

sprain

Analogies

Read each analogy. Choose the relationship the analogy uses and write it in the blank. You will use some choices more than once.

category size color location sound family
smell taste feel value use part-whole

- _____ 1. Gas is to fuel as tea is to beverage.
- _____ 2. Jalapeño is to hot as lime is to sour.
- _____ 3. Syrup is to sticky as shortening is to greasy.
- _____ 4. Leg is to table as page is to book.
- _____ 5. Soprano is to high as bass is to low.
- _____ 6. Bulldozer is to massive as paper clip is to tiny.
- _____ 7. Licorice is to black as marshmallow is to white.
- _____ 8. Tropic is to torrid as Arctic is to frigid.
- _____ 9. Sister is to brother as aunt is to uncle.
- _____ 10. Flower is to fragrant as garbage is to stinky.
- _____ 11. Monkey is to rain forest as sidewinder is to desert.
- _____ 12. Ballet is to dance as blender is to appliance.
- _____ 13. Major surgery is to expensive as band-aid is to inexpensive.
- _____ 14. Paper is to write on as sidewalk is to walk on.
- _____ 15. Core is to Earth as heart is to body.

Analogies



Read each analogy. If the comparison in the analogy makes sense, write **Yes** in the blank. If the comparison does not make sense, write **No** in the blank. Rewrite the analogy on another sheet of paper to make it correct. Here is an example of an incorrect analogy:

- **Grass is to green as lemon is to sour.**

This analogy doesn't make sense because in the first pair, **grass** and **green**, color is involved. In the second pair, **lemon** and **sour**, taste is involved. To make a correct analogy, reword it as follows:

- **Grass is to green as lemon is to yellow.**

Now the relationship involving both pairs is color.

- _____ 1. Branches are to tree as arms are to octopus.
- _____ 2. Backhoe is to dig as chain saw is to tool.
- _____ 3. Whistle is to shrill as alarm clock is to wake up.
- _____ 4. Tree bark is to rough as algae is to slimy.
- _____ 5. Dad is to mother as grandfather is to nephew.
- _____ 6. Framework is to building as skeleton is to body.
- _____ 7. Sad is to emotion as cinnamon is to spice.
- _____ 8. Glue is to stick as bleach is to liquid.
- _____ 9. Vinegar is to sour as syrup is to pancakes.
- _____ 10. Water is to pool as gasoline is to fuel.
- _____ 11. Garage is to car as hangar is to airplane.
- _____ 12. Refrigerator is to kitchen as washer is to clothes.

Analogies



Write a word in the blank that correctly completes each analogy. If you have problems, begin by deciding what relationship is being described in the first pair of items.

1. Ground is to sky as floor is to _____.
2. Chef is to utensils as carpenter is to _____.
3. Oyster is to shell as watermelon is to _____.
4. Banana is to tree as grape is to _____.
5. Rap is to music as comma is to _____.
6. Hour is to time as light-year is to _____.
7. Crops are to farmer as books are to _____.
8. Notes are to music as ingredients are to _____.
9. Steering wheel is to car as handlebars are to _____.
10. Post office is to letter as computer is to _____.
11. Desert is to dry as ocean is to _____.
12. Yogurt is to carton as rice is to _____.
13. United States is to North America as China is to _____.
14. Jewelry is to decorate as sunscreen is to _____.
15. Fish is to hatchery as plant is to _____.

General vs. Specific Terms—Identifying



Words can have meanings that are either *general* or *specific*. A general term has to do with a whole group or category (animals) Specific terms have to do with a particular thing or member of a category (zebra). General terms are used when talking about broad, overall ideas and situations. Specific terms are used when talking about exact, distinct ideas and situations.

General	Specific
highways	Interstate 44
silverware	spoon
car	Honda Civic
seasoning	cinnamon
states	Idaho

Put **G** in front of general terms and **S** in front of specific terms.

- | | | | |
|-------|-----------------------|-------|-------------------|
| _____ | 1. dictionary | _____ | 9. Spain |
| _____ | 2. fruit | _____ | 10. snare drum |
| _____ | 3. hummingbird | _____ | 11. flowers |
| _____ | 4. tomato juice | _____ | 12. water bed |
| _____ | 5. laws | _____ | 13. jobs |
| _____ | 6. <i>The Titanic</i> | _____ | 14. San Francisco |
| _____ | 7. clothes | _____ | 15. music |
| _____ | 8. transportation | _____ | 16. medicine |

General vs. Specific Terms—Identifying



Read the words in the box. Write the specific terms under the **Specific** heading and the general terms under the **General** heading. Some of these items could be in either category. Be ready to justify your answers.

energy	Indian Ocean	team sports
chocolate milk	education	egg roll
marine life	holiday	broom
dandelions	chess	chemicals

Specific

General

Language-Specific Terms—Providing



Write a specific term to go with each general term below. An example is done for you.

1. mountains

Mount Everest

2. predator

3. weather

4. fabric

5. country

6. snack

7. makeup

8. fish

9. fuel

10. state

11. hero

12. city

13. poultry

14. punctuation marks

15. industry

Language-Specific Terms—Providing



Write a general term to go with each specific term. An example is done for you.

- | | |
|--------------------|---------------------------|
| 1. east | direction
_____ |
| 2. carpenter | _____ |
| 3. denim | _____ |
| 4. spaghetti | _____ |
| 5. Iroquois | _____ |
| 6. proud | _____ |
| 7. fractions | _____ |
| 8. Africa | _____ |
| 9. swimming | _____ |
| 10. nutmeg | _____ |
| 11. oatmeal | _____ |
| 12. Oklahoma | _____ |
| 13. The Big Dipper | _____ |
| 14. Yellowstone | _____ |
| 15. brunette | _____ |

Ordering from General to Specific



We use word choice to name things that are general and more specific. Here's an example of how the words you choose can move from the general to the specific:

- 1 **dessert** (a general category)
- 2 **ice cream** (more specific: a type of dessert)
- 3 **sundae** (even more specific: a dessert that uses ice cream)

Use the blanks to number the items in each group from general (1) to more specific (2) to most specific (3).

- | | | | |
|----|----------|------------|-----------|
| 1. | school | building | college |
| | _____ | _____ | _____ |
| 2. | Amazon | river | water |
| | _____ | _____ | _____ |
| 3. | ape | chimpanzee | mammal |
| | _____ | _____ | _____ |
| 4. | jalapeño | pepper | vegetable |
| | _____ | _____ | _____ |
| 5. | cheese | dairy | Swiss |
| | _____ | _____ | _____ |
| 6. | plant | vine | ivy |
| | _____ | _____ | _____ |
| 7. | painting | art | picture |
| | _____ | _____ | _____ |
| 8. | sheet | cloth | linens |
| | _____ | _____ | _____ |
| 9. | diamond | gem | mineral |
| | _____ | _____ | _____ |

Ordering from General to Specific



Use the blanks to number the items in each group from general (1) to more specific (2) to most specific (3).

- | | | | |
|-----|-----------|-------------|-------------|
| 1. | clothing | jeans | pants |
| | _____ | _____ | _____ |
| 2. | liquid | beverage | lemonade |
| | _____ | _____ | _____ |
| 3. | pill | aspirin | medicine |
| | _____ | _____ | _____ |
| 4. | bunk | bed | furniture |
| | _____ | _____ | _____ |
| 5. | fireworks | explosives | firecracker |
| | _____ | _____ | _____ |
| 6. | wheat | agriculture | grain |
| | _____ | _____ | _____ |
| 7. | sign | message | billboard |
| | _____ | _____ | _____ |
| 8. | beverage | root beer | soda pop |
| | _____ | _____ | _____ |
| 9. | game | cards | solitaire |
| | _____ | _____ | _____ |
| 10. | cedar | evergreen | tree |
| | _____ | _____ | _____ |

Sometimes not all of the details are given in the things you read or hear. When that happens, you can make a guess about what is happening. That guess is called an *inference*. When you make an inference, you use the information you have to create a conclusion about what you think happened. Here's an example of a situation that doesn't contain all the details you need:

When you get home, your friend has left a telephone message that simply says, "I can't make it to the game tonight."

Your friend doesn't say why he won't make it to the game. You may guess, or infer, that he ran short of money for admission or that he may have gotten sick. Or, you may remember him telling you that his aunt might be visiting this weekend and you infer that he might have decided to stay home and visit with his aunt and his cousins. You can often make more than one inference based on the details you receive.

What inferences might you make in the following situations? Write your inferences on another sheet of paper.

1. You arrive at a friend's house on a winter day to visit. Everyone in her family is wearing coats and hats in the house.
2. A pizza delivery person rings your doorbell.
3. At your cousin's house, you see a nice, big aquarium with water and plants in it, but no fish.
4. Your sister painted her room today. When you go look at the room you notice that three walls are light blue and one wall is dark blue.
5. You get your yearbook at school. When you look for your best friend's picture, you can't find it.
6. After a visit to the doctor, you notice that your mom is carrying her purse with her left hand instead of her right hand and is trying not to bump her right arm.
7. Jorge and Luis had been looking forward to the free concert in the park on August 10. When the day finally arrived, they decided not to go after all.
8. Your dad likes to drink coffee in the morning and always gets up early to make it. This morning, though, you do not smell coffee when you wake up, which is unusual.

What inferences might you make in the following situations? List your inferences on another sheet of paper.

1. A friend told you about a really neat new store that sells used books and games. When you try to look up the store in the phone book, you can't find it.
2. Every summer, there has been a garden in the yard next door. This summer, there is no garden there.
3. Jackson went to the barber shop today. When he got home, his mom asked if his head was cold.
4. The Henley family was shopping for a camera. The basic models were around \$59 and the ones with many fancy features were around \$300. They bought a camera for \$159.
5. Joy and Dana went through the drive-through window at Taco Heaven to get some food. A few minutes later, they drove up to the drive-through window again.
6. In health class today, you and a friend shared a textbook to do the lesson.
7. When Ms. Thomas comes home from work one night and pulls into the parking lot, she sees that there is a light on in her apartment.
8. On a plane trip, you notice the woman across the aisle is re-setting her watch.
9. An animal is taken off the endangered species list.
10. Aunt Bev has thrown out all the ashtrays in her house.

Determining Most Relevant Information



You can only solve problems if you have accurate and important information. There will be times when you will need to decide what is the most important, or the most relevant, information in a situation. Here's an example:

Imagine you have to do a report on the past history of your school and you are supposed to interview a teacher as part of your report. Think about the most relevant information you need to consider in making your decision of whom to interview?

Would you choose

- a. your favorite teacher?
- b. the head coach?
- c. the teacher who has been at your school the longest?

Because the topic of your report is the past history of your school, you should probably interview someone who has been around it for a while. In that case, selection "c" would be the most relevant.

Read each situation below. Make a check (✓) next to the selection that contains the most relevant information.

1. You are looking for your aunt's pickup truck in a parking lot. She has just gotten it and you have not seen it before. What is the most relevant information to know to help you be sure that the pickup truck you are looking at is your aunt's?
 - a. The brand name and model of the truck.
 - b. The license plate number of the truck.
 - c. The color of the truck.

2. Anthony's family has decided to get a pet. What would be the most relevant information in their decision of what kind of pet to get?
 - a. Is there one they can get for free?
 - b. What pets do their friends have?
 - c. Do they have a yard and is it fenced?

Determining Most Relevant Information



Read each situation below. Make a check (✓) next to the selection that contains the most relevant information.

1. There are some items on sale that Mrs. Evans wants to buy. What would be the most relevant information in her decision of when to go shopping?
 a. when the sale ends
 b. tomorrow's weather
 c. what day her friend can go with her
2. It's a hot July day and Mike is at the grocery store trying to decide whether to get brownies or ice cream for dessert tonight. What would be the most relevant information his decision?
 a. what he is having for supper
 b. if he plans to go home right after grocery shopping or to do more errands
 c. what his favorite flavor is
3. Keisha is making an omelet for breakfast and sees two cartons of eggs in the refrigerator. What is the most relevant information in her decision of which eggs to use?
 a. whether the eggs are white or brown
 b. how big the eggs are
 c. the expiration dates on the cartons
4. Alisha is babysitting her little brother Seth and is wondering whether she should call her mom at work. What would be the most relevant information in her decision whether to call?
 a. Seth didn't eat much lunch.
 b. Seth has a temperature of 102 degrees.
 c. Seth doesn't want to play any games.

To *evaluate* something means to decide on its worth or value. Many different things can be evaluated. Objects, ideas, events, and performance on a task are just a few things that we can evaluate.

Evaluating can help you decide if you want to have something or do something in a particular way. It can also help you decide how to improve something. For example, how do you know if your science project is good enough? You need to come up with some questions to ask yourself to find out if it's ready to turn in.

To evaluate something, you have to have a set of *criteria*. Criteria are specific rules or standards by which something can be measured and judged. Here are some criteria to consider if you were going to grow some tomato plants in your garden:

Tomato Plant	<i>Criteria</i>	
		1. Is it hard or easy to grow?
		2. Will it produce a lot of tomatoes?
		3. Are the tomatoes it produces good-tasting?

Here are some criteria to help you decide whether a new law is a good or bad idea:

A New Law	<i>Criteria</i>	
		1. How will it help people?
		2. Will it cause taxes to increase?
		3. Will it be hard to enforce?

Sometimes criteria have already been established for an object or situation and sometimes you will need to make up your own criteria. For example, there are already criteria to tell you if an apple is ready to eat (it is a certain size, color, and texture). If, however, you are going to solve a problem in everyday life, you'll often have to come up with your own criteria that will help you solve the problem.

Evaluating/Determining Criteria



List three criteria that could be used to evaluate each item.

1. a TV show

- a. _____
- b. _____
- c. _____

2. a sandwich

- a. _____
- b. _____
- c. _____

3. a book

- a. _____
- b. _____
- c. _____

4. an outfit for a school dance

- a. _____
- b. _____
- c. _____

5. whether to get a pet

- a. _____
- b. _____
- c. _____

Evaluating/Determining Criteria



List three criteria that could be used to evaluate each item.

1. a new CD

- a. _____
- b. _____
- c. _____

2. a friendship

- a. _____
- b. _____
- c. _____

3. a pair of shoes

- a. _____
- b. _____
- c. _____

4. a play at your school

- a. _____
- b. _____
- c. _____

5. a possible new job

- a. _____
- b. _____
- c. _____

Evaluating/Determining Criteria



Another word for evaluating is *judging*. There are many situations when we are to judge something. In each situation, the judge follows specific criteria or standards in making a decision. Here are some examples of situations where judging according to criteria happens:

- Olympic events (skating, ski jumping, diving)
- dog shows
- county fairs

Think of a situation where a particular thing is judged. Find out what the criteria is in that situation and write the information below. You may use a variety of resources to obtain your information, including reference books, the Internet, interview with someone, etc.

1. Event/Situation: _____

Criteria:

a. _____

b. _____

c. _____

There are many different criteria that can be used in making a decision. Evaluating a situation using several criteria or even just one factor (called a **criterion**) can result in someone deciding to act or not to act in a certain way.

Read the following situation. Match the concern of each person to the criterion that he or she has used in making a decision.

Situation: Buying a Car

- | | | |
|-------|---|---|
| _____ | 1. Mr O'Conner wanted to know if the car produced a lot of gas fumes. | a. Will it impress people? |
| _____ | 2. Mr. Gonzales talked to all his friends about their cars and how often they took them in for repairs. | b. Will it be economical? |
| _____ | 3. Ms. Jansen looked for a good-looking, fast car that looks like it costs a lot of money. | c. Will it cause harm to the environment? |
| _____ | 4. Mr. Mead compared prices of similar cars and their gas mileage. | d. Will it be dependable? |

Read each situation. Match the concern of each person to the criterion that he or she has used in making a decision.

Situation: Purchasing a Season Pass to the Community Swimming Pool

- | | | |
|-------|---|--------------------------|
| _____ | 1. Ken is going to take lessons and learn how to swim. | a. health |
| _____ | 2. Doug wants to swim for exercise. | b. fun |
| _____ | 3. Charles wants to practice so he can make the school swim team. | c. education |
| _____ | 4. Paul just likes to swim. | d. meets a personal goal |

Situation: Girls Who Have Always Had Long Hair Decided to Get It Cut Short

- | | | |
|-------|--|-----------------|
| _____ | 1. Samantha wants to try something new and different. | a. kindness |
| _____ | 2. Kelly is working as a life guard this summer and her long hair was getting in the way. | b. fashion |
| _____ | 3. Natalie heard of an organization that takes hair and makes free wigs for people who have lost their hair during cancer treatment. | c. ease/comfort |
| _____ | 4. LeeAnn saw short hair in all the latest magazines and music videos. | d. adventure |

Read the following situation. Match the concern of each person to the criterion that he or she has used in making a decision.

Situation: Getting a Cellular Phone

- | | | |
|-------|--|----------------|
| _____ | 1. Warren's friends all have cellular phones and now he'll be able to talk to them on his phone. | a. financial |
| _____ | 2. Belinda won't have to look all over the mall for a pay phone to call her parents if she's going to be late. | b. safety |
| _____ | 3. Nelson decided not to get one until he has more money saved from his job. | c. social |
| _____ | 4. Jana can use hers to call home if her car breaks down on the way home from play practice at night. | d. convenience |

Extra Challenge: Ask someone you know to tell you about the criteria he or she used in making a big decision.

Evaluating/Applying Criteria



Tell what factors, or criteria, you would use in making each decision. Use another sheet of paper if you need more room.

1. Deciding whether to join a club _____

2. Deciding whether you like a new CD you hear _____

3. Deciding which new shirt to buy _____

4. Deciding whether to get an after-school job _____

5. Deciding what to do at a party you're having at your house _____
