Step 1: Provide a description, explanation, or example of the new term.
Step 2: Ask students to restate the description, explanation, or example in their own words.
Step 3: Ask students to construct a picture, symbol. Or graphic representing the term or phrase.
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
Step 5: Periodically ask students to discuss the terms with one another.
Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Solving Analogy Problems

Marzano Step-4

Description: An analogy contains two terms in the first set (A and B) that have the same relationship as the two terms in the second set (C and D). *A* is to *B* as *C* is to *D*. In analogy problems, one or two terms are missing and students must complete the statement by providing terms that will complete the analogy.

Materials Needed-List of analogy problems with one or two terms missing.

Procedures/Directions: Present students with analogy problems, using either oral or written format and give them the opportunity to provide the missing terms.

Have students share their answers aloud making sure they include a description of the relationship that both sets have in common.
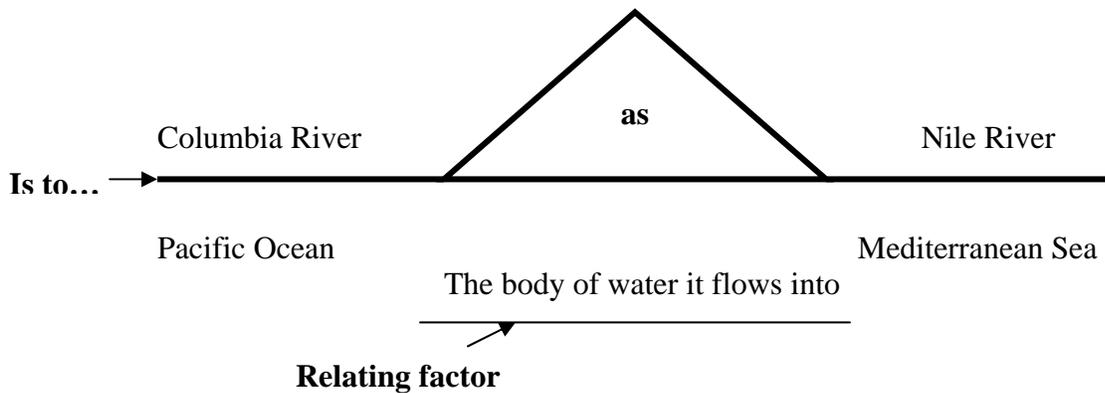
Examples:
(One missing term)
        Bone is to *skeleton* as *word* is to _____.
(Two missing terms)
        Rhythm is to *music* as _____ is to _____.

Use of this graphic organizer can help with processing:

Columbia River   **as**   Nile River

Is to… →

Pacific Ocean   Mediterranean Sea

The body of water it flows into

Relating factor

Leave one or two terms off the matrix and have students determine the term and relating factor.

Time: 10 minutes
References- See page 49 of *Building Academic Vocabulary*, Marzano, Robert J and Pickering, Debra J (2005), Alexandria, VA: ASCD publications