

Compare and Contrast Essay Example

Parker Jones
English 101

October 16, 2024
Mrs. Jenkins

HEADING

The Ogre and the Toad: Finding Self and Solitude in the Swamp

TITLE

INTRO

When people think monster, they might recall blood-draining vampires, brain-hungry zombies, or boogeymen under the bed. Few might consider the terrors of an amphibious puppet and a lonely ogre. While these two strange creatures might not have much in common, Fremont the Toad and Gerf (from the animated film series of the same name) present interesting similarities that help to understand both of them as deeper characters and closer to human than the audience may realize.

Fremont and Gerf have some significant differences that set them apart in both goals and personalities. Fremont is a musical toad with big show business aspirations. In contrast, Gerf is an ogre with a self-imposed isolationist view. Fremont's aspirations mean that he is constantly in interaction with others, from strangers to friends, as a means of learning and making connections to further his dreams. On the other hand, Gerf possesses no such dreams and instead prefers keeping others away as both a safety measure and defense mechanism.

In spite of their differences, Fremont and Gerf do share some similarities. Aside from both being a similar shade of chartreuse, Fremont and Gerf share a similar home environment: the swamp. This flooded, damp biome acts as a place of hiding and solitude for both of them. This might run counter to Fremont's big dreams, but to this talented toad, the swamp is a space to get away from the spotlight, to find himself. Gerf, however, must venture outside the swamp to understand himself better.

Both Fremont the Toad and Gerf the ogre are mysterious creatures with some distinctly different aspirations. However, they both have a deeper need to connect to themselves while connecting to others. In other words, these two strange creatures may be more human than what viewers may initially think, creating a deeper reading of their characters beyond the superficial.

CONCLUSION

BODY

- Use comparative words (while, on the other hand, similarly, in contrast) to discuss similarities and differences.
- Focus on analysis and explanation over outright opinions or criticism.

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Michel Fayol, M. Denis
Alamargot, Virginia Berninger



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Thinking-Based Learning Robert J. Swartz, Arthur L. Costa, Barry K. Beyer, Rebecca Reagan, Bena Kallick, 2010-07-04 This book provides accessible educational practices that teachers can use to infuse skillful thinking into standards based content instruction in any subject area or grade level With rich examples from practice readers will learn to teach students how for example to find and use evidence to support conclusions to develop and articulate creative ideas to listen to others seriously and with understanding and to communicate their thinking with clarity and precision The authors demonstrate how taking time to frontload deliberate selective thinking practices can propel students to higher levels of achievement Specific chapters look at the role of metacognition in the classroom translating good thinking into good writing and assessment of progress in thinking Featuring the collaborative work of renowned authors and professional development leaders this resource shows teachers how to help their students develop habits of effective thinking and dispositions for learning like persistence and self

regulation that will ultimately improve their work in other courses and grades and in their lives overall **Informal Assessment and Instruction in Written Language** Nancy Mather,Rhia Roberts,1995 Activities Packet for Orientation to College Learning Dianna L. Van Blerkom,Vanblerkom,1995 This text contains 15 chapters covering major survival and study skills It provides adequate examples to support discussions although it is briefer than similar texts for this type of course The text is extensively class tested exhibiting the author's wide teaching experience and real understanding of students' needs **Southern School Journal** ,1900 *Educational Measurements in the Elementary School* Mybert Eustace Broom,1939 **Linguistics and Language Behavior Abstracts** ,1995 A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 Levels Ian Pringle,Aviva Freedman,Ontario. Ministry of Education,Ontario. Ministry of Colleges and Universities,1985 The third of three studies involving a comparative analysis of transactional and narrative writing of selected samples of students in two Ontario districts this study addressed questions arising from the earlier studies and examined the writing skills of students in grades 5 8 and 12 Writing samples were examined for conformity to the norms of story structure and argumentation and the subject matter of the transactional writing was analyzed The level of affective development manifested in subsamples of both the stories and the arguments was rated All the papers in the sample were analyzed for syntactic complexity scores and for mechanical and conventional errors Comparisons of the first and second versions of the papers were made to assess skills in revising and editing Findings indicated the need of students to learn how to write an argument and to revise a paper Other implications were 1 that since the level of difficulty of one aspect of a writing task may decrease the lack of control in another teachers must take into account the nature of difficulties in the tasks they set students and make their assessments accordingly 2 that students at all levels should be given occasions to write narratives 3 that the model of persuasive discourse should be countered and 4 that writing strategies recommended by authorities need to be implemented EL Writer's Choice: Grammar and Composition, Grade 10, Student Edition McGraw-Hill,2000-03-31 With its combination of composition segments grammar lessons literature models and hands on practice exercises Writer's Choice initiates expands and executes what it takes to make your students willing proficient writers Features include An innovative and challenging TIME Facing the Blank Page section filled with nonfiction writing opportunities A variety of assessment options both in print and online with the depth breadth and resources for the right assessment at the right time for the right student A confidence building Business and Technical Writing unit to prepare your students for real world experiences Strategic ways to improve retention and build skills with hundreds of exercises for grammar usage and mechanics Streamlined composition lessons that provide flexibility for you and your students Internationalizing the Academic Standards Indiana University, Bloomington. Center for the Study of Global Change,2011 *Reflections* HSP,2004-05 Part of the History social science series created to follow the California standards and framework providing stories of important people places geography and events **The Word Whiz's Greatest Hits,**

Elementary School Edition (Grade 1-5) Chris Kensler, 2001-12-25 Parents of elementary school children are shown how to help their children express their ideas more precisely and deepen their understanding of what they read hear and see This guide provides vocabulary exercises and activities frequently found on state tests Trophies, Grade 5, 2002 **Reading, Thinking, and Concept Development** Theodore L. Harris, Eric J. Cooper, 1985 Intended to help teachers both improve students text comprehension and better understand the teaching learning process involved this book focuses on comprehension and concept development as the central core of an effective educational program The book s five sections deal with teaching explicit comprehension skills precomprehension and postcomprehension strategies interactive comprehension strategies integrative comprehension strategies and readability and the future of the textbook The titles of the 15 essays and their authors are as follows 1 Teaching Comprehension by P David Pearson and Margie Leys 2 How to Teach Readers to Find the Main Idea by Joanna P Williams 3 Developing Comprehension of Anaphoric Relationships by Dale D Johnson 4 Knowledge and Comprehension Helping Students Use What They Know by Judith A Langer and Victoria Purcell Gates 5 The Advance Organizer Its Nature and Use by Robert W Jerrolds 6 Anticipation and Prediction in Reading Comprehension by Joan Nelson Herber 7 Response Instruction by Beau Fly Jones 8 Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies by Scott G Paris 9 Reciprocal Teaching Activities to Promote Reading with Your Mind by Annemarie Sullivan Palincsar and Ann L Brown 10 Using Children s Concept of Story to Improve Reading and Writing by Dorothy S Strickland and Joan T Feeley 11 Integration of Content and Skills Instruction by Olive S Niles 12 Levels of Comprehension An Instructional Strategy for Guiding Students Reading by Harold L Herber 13 Thinking About Reading by Susan Sardy 14 Matching Reading Materials to Readers The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility by George Klare and 15 Textbook Adoptions A Process for Change by Jean Osborn and Marcy Stein HTH

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