

## Stations for Evaluating the Best Evidence to Support A Main Idea

Students will get into small groups and rotate to the different stations. They will take each of their station assignments with them and turn in all stations as one group assignment at the end of the lesson.

Station 1: Read the text and find the thesis or claim. Go through the text looking for the best piece(s) of evidence to support that claim. Highlight good evidence in yellow and bad evidence in pink.

Station 2: Each group will receive mixed-up sentences from one body paragraph. Identify sentences that include supporting evidence (facts, not opinions). Put the paragraph into the best order: topic sentence, evidence and commentary, clincher sentence – and glue them on the given paper.

Station 3: Each group will take a baggie full of quotes. Find three quotes that best support the main idea sentence given. [Story “Harvey’s Dream” by Stephen King]

Main Idea Sentence: The author uses characterization to develop his theme of fear of change.

Station 4: Each group will take a baggie full of quotes. Find three quotes that best support the main idea sentence given. [Story “Harvey’s Dream” by Stephen King]

Main Idea Sentence: The author uses setting in order to show a contrast between reality and  
surreality.

Station 1: Read the text and find the thesis or claim. Go through the text looking for the best piece(s) of evidence to support that claim. Highlight good evidence in yellow and bad evidence in pink.

College Administration should require Education Majors to take courses that explain learning disabilities and teach strategies to help these students because it would let teachers identify LD when students are young. "Children grow up to be adults and unfortunately learning disabilities cannot be cured or fixed; it's a life long issue" ("Support and Resources for Educators"). If teachers took more classes in college on learning disabilities then teachers could be able to identify learning disabilities when kids are young. It would make their life when adults a lot easier because they have methods to help understand things better. "In most situations, a learning disability is not readily observable. Because there are no outward signs of a disability such as a white cane or wheelchair, students with learning disabilities are often overlooked or misunderstood" ("Academic Accommodations for Students with Learning Disabilities"). Even though people can't tell just by looking at someone, if the teacher knew more about LD, they still could have time to work with the children and find out who has LD. It would be faster and they could find out in kindergarten. Also if they took classes they could teach with the methods that that specific kids need for their learning disability and not just any way because they have a learning disability. "When learning disabilities are diagnosed early, there is a higher chance of success" ("What is a LD?"). Why should a kid with a learning disability not get to be successful in school just because they have a different way of learning? "Despite such success stories among adults, early diagnosis and intervention is always preferable; the earlier the learning disability is caught, the more likely a child is to develop effective coping methods and alternative learning techniques" (Kim). The earlier that people are diagnosed, the easier it will be in school because if they are diagnosed in kindergarten they can start being taught the way that they need to be. "Moreover, the longer diagnosis is delayed, the greater the chance that the child will develop a negative self-image, which Levine argues can be worse for a child's healthy mental development than the learning disability itself" (Kim). The longer that it takes a kid to be diagnosed with a learning disabilities they have more of a chance to develop hate for themselves. They might think that they have something wrong with them, because school it harder for them then most people. If teachers were more educated on learning disabilities, kids would not develop this feeling about themselves. Therefore, if teachers take courses that explain learning disabilities and teaches strategies to help these students, and can diagnose kids when they are young it can make their life as adults a lot easier and they could be a lot more successful in school and in later life. Also there would be a lot less kids that develop a negative self-image.

Station 2: Each group will receive mixed-up sentences from one body paragraph. Identify sentences that include supporting evidence (facts, not opinions). Put the paragraph into the best order: topic sentence, evidence and commentary, clincher sentence – and glue them on the given paper.

Station 2 Paragraph:

Several factors can interfere with having a good memory.

For one thing, there can be a lack of motivation.

Without a real desire to learn or remember something, you probably won't.

Also a factor is a lack of practice.

To stay sharp, memory skills, like any other skill, must be used on a regular basis.

Yet another factor that can hurt memory is self-doubt.

If you're convinced you won't remember something, you probably won't.

In addition, distraction can interfere with memory.

If you're distracted by a television or by conversation nearby, try to find a quiet environment before trying to commit something to memory.

A good memory is important and should be protected.

Station 3: Each group will take a baggie full of quotes. Find three quotes that best support the main idea sentence given. [Story "Harvey's Dream" by Stephen King]

Main Idea Sentence: The author uses characterization to develop his theme of fear of change.

All at once her husband of nearly thirty years is sitting at the kitchen table in a white T-shirt and a pair of Big Dog boxers, watching her.

He slumped at the shoulder and blank in the eye, a white scruff showing on his cheeks, man-tits sagging out the front of his T, hair standing up in back like Alfalfa of the Little Rascals grown old and stupid.

She's afraid that when he retires it will be this way every morning,

Sitting there silent and dopedily contemplative instead of ready and raring

It makes life seem so thin, so stupid somehow.

She turns to him again, forgetting the pot with the last egg still in it, the water now long enough off the boil to be lukewarm.

We are in Connecticut. When June comes we are always in Connecticut.

Even his shadow on the wall above the toaster oven looks somehow more there.

then he puts the pepper mill down anyway, which should be all right but somehow isn't.

Life is actually like a Jethro Tull song, thick as a brick, how could she have ever thought otherwise?

There really is a sense of something looming, and why should this be happening now?

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