L4: Stranded on Mars and Suspense

ELPS

5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired

PRE:

DO FIRST

10 MINUTES

Students read independently if finished early.

Directions: Read the paragraphs below. Highlight the sentence fragment. Then, turn it into a complete sentence.

Paragraph 1:
In scene 1, the Bittering family arrives on Mars. Upon landing, Harry Bittering is a bit frightened because of the wind. He notices that the wind. His wife comforts him and encourages him to make the best of their time on Mars.

- [x] Highlight the **fragment** in paragraph 1
- [x] Rewrite the fragment to create a complete sentence:

Answers will vary: Samples
- He notices that the wind has eaten away at hills and cities.
- He notices that the wind is howling loudly outside

Paragraph 2:
In scene 2, Cora Bittering says that she is finally getting used to the wind on Mars. Harry is still skeptical of living there. To buy tickets to return to Earth . Cora again tries to reassure him that Mars is safer than Earth.

- [x] Highlight the **fragment** in paragraph 1
- [x] Rewrite the fragment to create a complete sentence:

Sample: Harry wants to buy tickets to return to Earth.

Pause to review answers.

Then review objectives: today we will
1) Edit sentences for consistent, appropriate use of verb tenses.
2) Describe how SUSPENSE builds by close reading scenes 3&4.

Switch to powerpoint deck on my screen. Direct students to take notes in their one note.

20 minutes

EDIT FOR CONSISTENT, APPROPRIATE VERB TENSE

Rule: For *regular* verbs*

Tense	Marker
Present	Base form/ singular ends in 's'
Past	Ends in -ed
Future	'will' before the verb

*there are *a lot* of irregular verbs in English

Edit for verb tense:

1. Identify all the verbs in the sentence/section. HINT: Check the sentences before and after to be sure! Tests will
2. Identify the correct tense of the sentence/section by asking: when is this happening? Past, present, or future?
3. Edit any verbs that are not consistent

Let's do one together -

1. **Read these sentences:**

(1) On February 18, 2021, NASA's new rover, Perseverance, arrived on Mars, a neighboring planet in our solar system. (2) During a seven-month journey, it traveled 470 million kilometers (300 million miles) to reach Mars. (3) The exploration robot is landing in a region called the Jezero Crater.

1. Highlight all the verbs in sentences 1, 2, and 3
2. When are these events happening?

- [x] Past
- [ ] Present
- [ ] Future

How do you know?

The verbs end in -ed and it happened in the past (Feb 2021).

Circulate while displaying slides and ensure students are capturing in OneNote

3. Which verb doesn't fit? Highlight the error in red.
4. Correct the sentence by rewriting it here:

The exploration robot landed in a region called the Jezero Crater.

Now you try some:

2. Read these sentences:

(1) Learning more about the composition of Mars will help scientists better understand the planet's history. (2) The mission also tested new technology that will help to lay the groundwork for future robotic and human missions to Mars.

AcMon:

1. Highlight all the verbs in sentences 1, 2, and 3
2. When are these events happening?

- ☐ Past
- ☐ Present
- ☑ Future

How do you know?

Most of the verbs have "will" before them.

Lap 1: check that students are highlighting and completing work; positively narrate and redirect as needed. Ensure students are only Highlighting verbs

Lap 2: check for WILL TEST and HAS in their new sentence and ensure All students have also rewritten the entire sentence. If there is an error in WILL TEST and HAS, first go back to see if they highlighted the correct error in red.

If trending error, display student work for a A v. B or error analysis.

3. Which verb doesn't fit? Highlight the error in red.
4. Correct the sentence by rewriting it here:

The mission **will test** technology that will help to lay the groundwork for future robotic and human missions to Mars.

3. Read these sentences:

(1) Perseverance is about the size of a car, has six wheels and, like all rovers, moves on its own. (2) It had two computers which it uses to navigate. (3) One computer figures out where the rover needs to go, and the other computer "sees" its surroundings.

1. Highlight all the verbs in sentences 1, 2, and 3
2. When are these sentences happening?

- ☐ Past
- ☑ Present
- ☐ Future

How do you know?

Most of the verbs are in the present (they are either irregular present verbs like is and has or are regular and end in 's' like moves)

3. Which verb doesn't fit? Highlight the error in red.
4. Correct the sentence by rewriting it here:

It **has** two computers which it uses to navigate.

10 minutes

ELPS

1A	Use what they know about ____ to predict the meaning of ...

VOCABULARY

Suspense	Resent
	
She kept her friends in **suspense** about what happened on her date, waiting until they had all arrived before she shared what happened.	He **resented** his wife for forcing him to stay where he didn't want to be.

Ask students to predict the meaning of each word

She kept her friends in **suspense** about what happened on her date, waiting until they had all arrived before she shared what happened. *I predict that suspense means anticipation or wondering what will happen next.*	He **resented** his wife for forcing him to stay where he didn't want to be. *I predict resented means being angry or upset with someone for doing something they don't like.*
DEFINITION: a feeling or state of nervousness or excitement caused by wondering what will happen From <https://www.britannica.com/dictionary/suspense>	**DEFINITION:** to be angry or upset about (someone or something that you think is unfair) From <https://www.britannica.com/dictionary/resent>

Ask students to predict the meaning of each word based on the sentence it is used in.

Then ask students to go to learnersdictionary.com to Look up and copy the definition of the word.

Have students turn and talk:

- Partner A: The definition of suspense is ____. I was really close/Somewhat close/ really different in my prediction because ____.
- Partner B: The definition of resented is ___..... I was...

30 minutes

CLOSE READ: SUSPENSE!

At this point, have students switch to full-length text to read Scenes 3 and 4 contiguously. (Should take 7-10 min)

Read Scenes 3 and 4 with your class, then answer the following questions:

Assign roles: Harry, Cora, Laura, Tim, Announcer. I will read stage directions.
Students use annotation tool to capture a key idea or details (about every 5 lines or so)

Quick Write: In 2-3 complete sentences, describe how Harry's emotions differ from his wife's in scenes 3 and 4
Harry's emotions are running high in scenes 3 and 4. He becomes more and more concerned and frantic, as he first realizes they probably cannot leave Mars after the attack in NY and begins sweating, later becoming more and more worried as he believes the plants, animals, and buildings have changed. His wife, meanwhile, tries to reassure him that it's only his imagination and everything will be fine.

Facilitate this as a think-write-pair share (3-5 min)

DURING:

TEACHER MODEL

WATCH your teacher answer a CRQ to establish and analyze meaning -

43 **Harry:** Another year and they'll have Earthmen on Mars. Big cities, everything.
44 **CORA**: Good! Maybe you'll like it better.

45 **HARRY**: Maybe. The point is they said we'd fail. They said the Martians would resent our invasion. But did we find any Martians? Not a living soul! Oh, we found their empty cities. But not one living Martian.

Where did they go?

46 [*A river of wind submerges the house. When the windows cease rattling, Mr. Bittering swallows and looks at the children.*]

47 **CORA**: Oh, there it goes, shaking the house again.

Setting feels dangerous
Mr. Bittering shows signs of being nervous.

Describe Harry in Scene 3

Answer:	Harry in scene 3 starts out positive, becomes worried, but continues to reassure his family.
Evidence:	It's clear Harry is worried when he "swallowed and looked at the children." However, he reassures his family by sharing "Did we find any Martians? Not a living soul!" and by looking forward to the future of "big cities."
Analysis:	Rather than worry his children, Harry tries to reassure them with his words and keep his concerns to himself by not verbalizing them. However, he is not able to hide his unease with this body language.

Common misunderstanding: students repeating their answer or evidence in analysis. Highlight this in the CFS and monitor for it later in partner work.

How does Harry's reaction (in comparison to his wife's) build suspense?

Answer:	Harry's reaction to the wind builds suspense because he physically demonstrates that he is becoming nervous.
Evidence:	Harry "swallows and looks at the children," immediately after the wind blows. Cora, however, only says "Oh, there it goes, shaking the house again."
Analysis:	Harry's body language shows he is worried about what might happen next even though he doesn't say it. This is a different reaction than Cora, who uses words like "oh" and "again," that makes the situation feel more normal and not demonstrating any similar body language.

Redirect students to definition of suspense.

CFS:

- Answer the question in at least one complete sentence. In questions about suspense, connect the answer to the definition of suspense.
- Use evidence directly from the text to support the answer.

PARTNER WORK

CFS:

- Answer the question in at least one complete sentence. In questions about suspense, connect the answer to the definition of suspense.
- Use evidence directly from the text to support the answer.
- Explain how their evidence supports their answer. (Don't just repeat the claim or evidence)
- All together, write at least 3 sentences.

PARTNER WORK

Selection #1-

72 **CORA**: We're stranded on Mars, forever?

73 **HARRY**: Not forever. The rockets will get through someday. We'll go about our business as if nothing were wrong. We'll keep things going until the war ends and the rockets come back again.

74 **CORA**: Will they really come back?

75 **HARRY**: I promise they will. Okay? Now go inside and lay down for a bit. Go on! [*Sweat pours from his face and his hands and his body; he is drenched in the hotness of his fear*.] Cora, why don't you go inside and keep them occupied for a while?

76 **CORA**: What are you going to do?

77 **HARRY**: I don't know. Work I suppose. Work and forget. I'll weed the garden. You know, I always told myself: tomorrow, if I want, I can buy a ticket back to Earth. And somehow knowing that always helped me accept living here.

78 **CORA**: This is our home now. Forever.

Share with students I want to hear the following words:

- Stage directions
- Dialogue
- Words
- Actions
- Suspense

Share

Before you respond, discuss the following questions to establish meaning with your partner. Remember to use complete sentences and academic vocabulary.

Does Harry know for a fact the rockets will come back again?

- *No he does not, he is likely promising they will come back to reassure his family. Later it's clear he doesn't believe they will come back (line 77)*

How is Harry feeling? How is he acting? Are they different?

- *Harry is feeling very worried as "sweat pours" from him. However he sends his children inside after reassuring them so that he doesn't display his feat to worry from them.*

How do the stage directions differ from his dialogue?

- *The stage directions show Harry's true feelings apart from what he's showing to his children in what he says.*

4)	Show comprehension of text about ____ through analytical skills such as finding text evidence

>

1. Describe Harry in the lines above.

Answer:	In this section, Harry continues show conflicting feelings through his words and actions.
Evidence:	When Cora asks if the ships won't come back to get them, Harry "promises they will" but at the same time he is "drenched in the hotness of his fear"
Analysis:	While Harry outwardly reassures his family that they will eventually be able to leave Mars, his body language betrays his stress about the situation.

2. How does Harry's reaction (in comparison with his wife's) build suspense?

Answer:	Harry's physical reactions and his later his words show his fear and uncertainty about what will happen next to the family on Mars.
Evidence:	"Sweat pours" from Harry and he says he wants to "work and forget" about the news that the rockets that could one day take them home have been destroyed. He explains to his wife that he is no longer is able to tell himself that tomorrow he could buy a ticket back to Earth.
Analysis:	Harry's nervousness about the future and the loss of his ability to leave Mars are displayed in his sweating and attempts to distract himself.

Selection #2:

86 [*The wind blows a shower of peach blossoms. He puts out his sun-browned hand and gives a small cry. He touches the blossoms and picks them up. He turns them, he touches them again and again.*]

…

90 **CORA**: Well, what about them?

91 **HARRY**: Well, don't you see? They're different. They've changed.

Harry observes many of his surroundings have changed.

92 **CORA**: What?

93 **HARRY**: They're not peach blossoms anymore.

94 **CORA**: They look alright to me.

95 **HARRY**: They're not! They're wrong!

96 **CORA**: How can you tell?

97 **HARRY**: Well I don't know. An extra petal, a leaf, something. The color's wrong. The smell. And look over here, in the garden. Look! Right here. Do these look like carrots?

Cora is not noticing the same things.

98 **CORA**: Yes. [*hesitating*] Uh… no. I don't know.

99 **HARRY**: They've changed.

100 **CORA**: Maybe.

101 **HARRY**: Well, you know they have! They're almost onions. And they're almost carrots. And radishes. They smell almost the same. They feel almost the same. But they're different! Cora, what's happening? [*his heart pounding*] What is it?

Harry is worried about what is happening

1. How does the mood shift in paragraph 95?

Answer:	The mood shifts from curious to frantic.
Evidence:	Line 95 includes Harry's exclamations "They're not! They're wrong!," after Cora just said the peach blossoms "look alright" to her.
Analysis:	Harry's shift from curiosity to exclamations reveal his increasing anxiety about the families life on Mars.

2. How do Harry's actions and dialogue (in comparison with his wife's) build suspense?

Answer:	Harry's dialogue and actions build suspense because they are increasingly animated and show his anxiety, whereas his wife's actions do not change. This leads the reader to wonder what will happen next and whose perception is correct.
Evidence:	Harry uses many more exclamations such as "they're wrong!" and "they're different!" as well as asking worried questions such as "what is happening?." Meanwhile, Cora is "hesitating" and not agreeing with her husband saying things like "maybe," "I don't know," and "how can you tell?"
Analysis:	Harry's actions and dialogue become more and more frantic building the suspense, especially in contrast with his wife's actions and dialogue which now appear in stark contrast to his own. This contrast isolates Harry even further; not only have the ships that could take him home been destroyed, but also he now realizes that his surroundings are not "right" and that his wife does not share these concerns.

20 minutes:

Remind students to use their annotation page (have these on center of table).

AcMon for students doing their annotations and finding evidence using their annotation page.

POST:

If students finish early they should read independently.

Quiz in Schoology

Scenes 3 & 4 Suspense Emotions

When to stop and make an annotation:

- ☐ After each section in a digital passage **or** every 2-3 paragraph
- ☐ When an important new detail emerges as you read
- ☐ For each paragraph/section that a question explicitly asks you about
- ☐ At each MC question you are answering

make a line after each annotation to separate them

Page # **Paragraph #** **Section Title** *or* **Question #**	**My annotations** *Key idea (who/what)* *Definition of unknown words* *Important character or topic details* *Answer choice explanation/text evidence to support an answer choice*
	Scene 3
40	Coa serves breakfast. Harry shares 700 ppl arrived from Earth
45	Harry says there are no Martians, then the wind blows house & kids are scared
50	Tim thinks he can see the Martians on the mountains when the wind blows,
55	Harry says they may be ghosts or memories says to stay away.
60	Tim says he hears something happens

Scene 4

65 Laura shares w/ parents that all the rockets to Mars were blown up in NY; they turn on radio

70 Laura is worried they are stuck on Mars, forever
Harry tries to reassure her

75 Harry is worried & sweaty, wants to work & forget.
Reflects on the colonialization of Mars by Americans & says its not right

80 Harry wonders if dead Martians are in Mountains & calls out to them

85 Harry thinks many things have changed or don't look right: peach blossoms, veggies, cows, the house

-110

115 Harry is worried, says they must do something & runs into town

Quiz Annotations

When to stop and make an annotation:

- ☐ After each section in a digital passage **or** every 2-3 paragraph
- ☐ When an important new detail emerges as you read
- ☐ For each paragraph/section that a question explicitly asks you about
- ☐ At each MC question you are answering

make a line after each annotation to separate them

Page # **Paragraph #** **Section Title** *or* **Question #**	**My annotations** *Key idea (who/what)* *Definition of unknown words* *Important character or topic details* *Answer choice explanation/text evidence to support an answer choice*
2 p 113	Harry looks w/ dismay - panicked b/c house has changed
3 p 111 – p 116	– "It's not poisoned" – "Oh, your imagination!"] – nothing abnormal
4	CB was horrified (past) ... she insists (present) → insisted
5	1 ✓ 2 ✓ 3 ✓ 4 X "diff than before" needs subject + verb
6	"It was different than before"
7 102 -119	builds suspense "We've got to get away!"
8	It builds suspense by showing Harry

feels scared and uncertain about what is happening at their house on Mars and he wants to get away quickly.