

If I Had...

Conditional and Subjunctive Sentences

Margaret Salesky, Margaret Salesky, Susan McHale
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	7th – 8th Grade	**Time Frame**	120 minutes
Subject	English/Language Arts	**Duration**	2-3 class periods

Essential Question

What is the difference between conditional and subjunctive moods of sentences? How are conditional and subjunctive moods used in sentences?

Summary

In this lesson on conditional and subjunctive mood, students will learn the difference between these two types of sentences, discover the clues to identify each, and create their own sentences applying each mood. Using popular song lyrics, students will partner to sort sentences into conditional and subjunctive moods and write their own song lyrics to practice using these sentence types. Optionally, students may rehearse and perform their completed song for the class. While this lesson is currently aligned only to grade 8 standards, it would be appropriate to teach in grades 7 through 8, adjusting standards as needed.

Snapshot

Engage

Students engage in a free-write activity, explaining how they would spend their money if they had a million dollars.

Explore

Students use the Card Sort strategy to sort song lyrics with a partner, dividing sentence cards into two piles based on sentence mood: conditional or subjunctive.

Explain

Students are presented information about the conditional and subjunctive mood. Students re-sort their lyric cards using the information presented about conditional and subjunctive moods. Students practice creating sentences in both moods.

Extend

Students independently write their own song lyrics, using examples with word or verb clues found regularly in conditional and subjunctive sentences.

Evaluate

Students peer review song lyrics to identify subjunctive and conditional moods. *Optional*: Students combine verses to create a "hit" song.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 8)

8.5.W.5: Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Attachments

- Card Sort—Conditional and Subjunctive Mood - Spanish.docx
- Card Sort—Conditional and Subjunctive Mood.docx
- Lesson Slides—Conditional and Subjuntive Mood.pptx
- Sentence Handout—Conditional and Subjunctive Mood - Spanish.docx
- Sentence Handout—Conditional and Subjunctive Mood.docx

Materials

- Lesson Slides (attached)
- Card Sort (attached, one set per pair/group)
- Sentence Handout (attached)
- "If I Had $1,000,000" song audio (linked below)
- Notebook paper and pencils
- Internet-connected devices with sound

Engage

Teacher's Note: Lesson Preparation

Prior to the lesson, prepare the attached **Card Sort** activity. Print on heavy paper or card stock and cut out a 10-card set for each group of students. Additionally, print a copy of the attached **Sentence Handout** for each student. Finally, be sure that this audio file link to the song "If I Had $1,000,000" is accessible for use during the lesson.

Using the attached **Lesson Slides**, begin with the lesson title on **slide 2** and then share the lesson's guiding questions with students on **slide 4.** Play the audio link to the song "If I Had $1,000,000" on **slide 5.** (The full URL for the audio link can be found in the slide notes and in the Resources below.)

After listening, transition to **slide 6** and ask students to participate in a 5-minute free-write activity to explain how they might spend a million dollars. Encourage students to think about spending the money not only on themselves, but on other people, causes, and ideas. Begin the free-write activity with the timer on **slide 7.**

After the free-write activity, have students to use an Elbow Partner strategy to share with a partner what they would buy with a million dollars. Students could include their reasons for why they would spend the money on what they chose. Have groups share their discussions with the class.

Teacher's Note: Additional Songs and Previewing Materials

You will find eight additional hidden slides (**slides 8–14**) in the Lesson Slides. Each of these slides contains a link to another song that might be fun and useful to include if time permits. Preview these videos and songs in advance and choose some you think would be appropriate and relevant for your classroom and lesson presentation. You may choose to turn off the visual display and have students listen to the audio only. Keep in mind that these links are hosted on YouTube and are subject to change or removal.

Explore

Have students continue to work with a partner or form groups to complete the Card Sort activity. Display **slide 16** and distribute the card sort. Ask students to examine the lyrics on the cards and look for patterns in the sentences. Groups should sort the cards into two categories using whatever criteria they think is most appropriate. Allow 5–10 minutes for this activity.

Display **slide 17** and explain conditional mood. Read the explanation and example aloud. Ask groups to re-examine their sorted cards and discuss which cards show sentences with conditional mood. Allow enough time for students to separate out cards they believe contain examples of conditional mood.

Display **slide 18** and explain subjunctive mood. Read aloud the explanation and example. Ask groups to re-examine their remaining cards and discuss which cards show sentences with subjunctive mood. Allow enough time for students to re-sort their cards into one column of conditional sentences and one column of subjunctive sentences.

Display **slide 19** to show the correct examples of conditional mood. Ask students if there are any sentences they disagree are conditional in this list. Allow students to share any thoughts about the sentences.

Display **slide 20** to show the correct examples of subjunctive mood. Ask students if there are any sentences they disagree are subjunctive in this list. Allow students to share any thoughts about the sentences.

Explain

Display **slide 22** and ask students the difference between a sentence in the conditional mood and the subjunctive mood. Ask students which sentence fits which mood and why. **slide 23** shows the correct answers.

Display **slide 24** and pass out the attached **Sentence Handout**. Students should work with their previous partner to complete the handout. Allow 30–35 minutes for this activity.

Teacher's Note: Facilitating Task Completion and Understanding

As partners work together, walk around the room and check that partner discussions and written examples are correct. If certain groups are struggling to complete the activity, sit down with them to clarify any confusion they might have or assist by offering more examples. Encourage students to use the verb or word clues on the first page of the handout to start sentences.

On a whiteboard space, title one part of the board Conditional Mood and another part Subjunctive Mood. Once the class has completed the handout, ask one student from each pair to write an appropriate conditional sentence example they created under the **Conditional Mood** header. Ask the other student from each pair to write an appropriate subjunctive sentence example they created under the Subjunctive Mood header. Discuss both lists with the class to check for understanding. Clarify any misconceptions.

Extend

Return students to their original free-write about "If I Had $1,000,000" and display **slide 26.** Ask students whether this sentence stem is subjunctive or conditional (it is subjunctive because it is a wish). Ask students independently to write a complete verse to their new hit song, "If I Had $1,000,000." The verse should include at least one other conditional sentence. Students should underline and label conditional and subjunctive sentences in the verse.

Evaluate

Assign students to new elbow partners and have the partners exchange their song lyrics. Ask students to review the underlined and labeled sentences to check that they are correctly written and labeled as conditional or subjunctive mood. Students should offer suggestions to their partners if they find sentences labeled incorrectly. Allow time for song lyric revisions if needed.

Optional Activity

If time allows, display **slide 28** and combine partners into groups of four to lead a Chant It, Sing It, Rap It activity. Ask students to combine their verses and create a complete new hit song. Students could create a song to sing together or create a series of rap verses. Call on volunteer groups to perform their hit song. Bonus points may be offered to encourage students to present.

Assessments for this lesson are individually completed song lyrics and the Sentence Handout.

Resources

- Barenaked Ladies (1992). If I had $1,000,000 [Audio]. Soundcloud.com. https://soundcloud.com/barenaked-ladies/if-i-had-1-000-000
- K20 Center. (n.d.) Card sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.) Chant it, sing it, rap it. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5066ebf
- K20 Center. (n.d.) Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4