

If You Give a Mouse a Cookie

Conditional Statements

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Grade Level	7th – 8th Grade	**Time Frame**	2 class period(s)
Subject	English/Language Arts	**Duration**	100 minutes
Course	American Literature, Composition		

Essential Question

Why do the rules of language matter? What is the purpose of learning and applying grammar skills?

Summary

Students will examine the book "If You Give a Mouse a Cookie" by Laura Joffe Numeroff to learn about the conditional mood. After deconstructing, reconstructing, and creating their own conditional sentences, students will write collaborative Chain Stories in a narrative style similar to Joffe's book, using a progression of conditional sentences. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

Snapshot

Engage

Students vote using a Sticky Bar Graph to find the class's favorite type of cookie.

Explore

Students listen to Laura Joffe Numeroff's children's book *If You Give a Mouse a Cookie* to learn about the conditional mood, then use a variation on the Card Sort strategy to reconstruct conditional sentences.

Explain

Students learn more about conditional mood through examples. Then, they create new sentences with a partner and individually.

Extend

Students write a collaborative Chain Story in the same narrative style as *If You Give a Mouse a Cookie*.

Evaluate

Students share their Chain Stories with the class.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grade 8)

CCSS.ELA-Literacy.L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

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

- Chain Story Handout—If You Give a Mouse a Cookie - Spanish.docx
- Chain Story Handout—If You Give a Mouse a Cookie - Spanish.pdf
- Chain Story Handout—If You Give a Mouse a Cookie.docx
- Chain Story Handout—If You Give a Mouse a Cookie.pdf
- Conditional Mood Practice—If You Give a Mouse a Cookie - Spanish.docx
- Conditional Mood Practice—If You Give a Mouse a Cookie - Spanish.pdf
- Conditional Mood Practice—If You Give a Mouse a Cookie.docx
- Conditional Mood Practice—If You Give a Mouse a Cookie.pdf
- Conditional Sentence Card Pairs (Answer Key)—If You Give a Mouse a Cookie.docx
- Conditional Sentence Card Pairs (Answer Key)—If You Give a Mouse a Cookie.pdf
- Conditional Sentence Card Pairs—If You Give a Mouse a Cookie - Spanish.docx
- Conditional Sentence Card Pairs—If You Give a Mouse a Cookie - Spanish.pdf
- Conditional Sentence Card Pairs—If You Give a Mouse a Cookie.docx
- Conditional Sentence Card Pairs—If You Give a Mouse a Cookie.pdf
- Lesson Slides—If You Give a Mouse a Cookie.pptx

Materials

- Lesson Slides (attached)
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff (physical copy or video read-along, linked below)
- Conditional Sentence Card Pairs (attached; one copy per 30 students)
- Conditional Sentence Card Pairs (Answer Key)
- Chain Story handout (attached; optional, one per student)
- Conditional Mood Practice handout (attached; one per student)
- Sticky notes (one per student)
- Google Docs access (optional)
- Document Camera (optional)

15 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to the beginning of the lesson, print a copy of the attached **Conditional Sentence Card Pairs.** Use card stock, if possible, for better durability. Cut out these cards to create a class set of 30 cards. If your class contains significantly more or less than 30 students, consider printing additional cards or using fewer cards than the full set. Reference the attached **Conditional Sentence Card Pairs (Answer Key)** to decide which cards to make additional copies of or to discard. Additionally, referencing the diagram on **slide 4** of the attached **Lesson Slides**, create a Sticky Bars graph on a whiteboard space in your classroom.

Use the attached **Lesson Slides** to guide the lesson. Begin the lesson with the essential questions on **slide 3**:

Why do the rules of language matter?

What is the purpose of learning and applying grammar skills?

Possible Student Responses: Essential Questions

Students may respond by saying that following language rules can make people better speakers and writers, make people sound smart, or enable people to understand others' writing.

Direct students to the Sticky Bar graph you've created based on the instructions in the Teacher's Note above. Pass out a sticky note to each student and ask them to write their names at the top, leaving space below for more writing. Using the Sticky Bars strategy, ask each student to silently write their favorite cookie flavor (of those listed on the graph) on their sticky note. You may also choose to have students write the reasoning for their choice on the notes. Next, invite students in groups to place their sticky notes on the Sticky Bar graph in the column above their favorite cookie. Once finished, examine the bar graph to determine the class's favorite cookie. If you chose to have students include their reasoning, consider briefly discussing this reasoning with the class.

Optional Modification For Distance Learning

To make use of the above activity in an online or distance learning environment, consider using a polling application or setting up a Google Form to determine your class's favorite cookie. Download all attachments to use this lesson in Google Classroom.

Next, segue into the next phase of the lesson by asking students if they have read a particular book about a cookie and a mouse.

20 minutes

Explore

Move to **slide 5** and introduce the book "If You Give a Mouse a Cookie." You may use a copy of the book if you have one available or, if you do not have a physical copy of the book, you can use a read-along on YouTube such as this one (also embedded below, linked in slide 5, and in the Resources below).

Before reading the book (or starting the video), ask students to keep in mind the questions included in the slide:

What sentence structure does the author repeat?

And how might a sentence in the conditional mood be structured?

Once ready to begin, read to the class *If You Give a Mouse a Cookie* or play your chosen read-along video.

Embedded video
https://www.youtube.com/watch?v=QCDPkGjMBro

At the end of the story, return to the questions on slide 5. Ask for volunteers to share their answers. Facilitate a brief class discussion on how the author of the story, Laura Joffe Numeroff, moved the story along using sentence structure. Introduce this "if/then" sentence structure as the conditional mood.

Move to **slide 6**. With the visuals on this slide, work with the class to explain that a conditional sentence must have a condition and a result that happens because of that condition. Pass out the prepared **Conditional Sentence Card Pairs**, one card per student. Tell students that each card is half of a complete conditional mood sentence. Each card is either the condition or the result of the condition. Ask students to stand and walk around the room to find their match to make a complete conditional sentence (this is a variation of the Card Sort strategy). These two paired phrases should make sense. Once all students have found their match, have each pair read their complete sentence aloud. Then, ask students to return to their seats.

Teacher's Note: Class Size

If your class has an odd number of students, consider participating in this activity yourself.

Possible Student Responses: Conditional Sentence Card Pairs

For a complete list of answers, see the attached **Conditional Sentence Card Pairs (Answer Key).**

Optional Modification For Distance Learning

To make the Card Sort activity accessible for distance learners, you may choose to invite students to print and cut out their own cards. A web-based platform (e.g., Google Classroom) or a digital platform for sorting (e.g., Amplify Classroom, Quizlet) can also be used to create a digital Card Sort. Students can place the cards in order and describe their thought processes for each step as part of an online discussion. Download all attachments to use this lesson in Google Classroom.

20 minutes

Explain

Review the rules for the conditional mood on **slide 7.** Draw specific attention to the word clues as indicators to conditional sentences (if, may/might, can/could, and will/would). Students may be able to think of example sentences incorporating these words, similar to the example on the slide. Move to **slide 8.** Work through each example sentence slowly. For each sentence, ask students which phrase is the condition and which is the result that happened because of the conditional phrase.

Possible Student Responses: Conditional Sentence Practice

Note that, in the first and second sentences, the first half of the sentence is the condition, while the second half is the result. However, in the third and fourth sentences, the second half of the sentence is the condition, while the first half is the result.

Sort the class into pairs, and distribute a copy of the attached **Conditional Mood Practice** handout to each student. Move to **slide 9**. Ask students to complete the first and second sections of the handout together with their partner. This includes creating a personal definition for the conditional mood and creating three new sentences in the conditional mood. Allow 15–20 minutes for partner work. Once the class has finished, ask for several volunteers to share their personal definitions with the class. Then, ask for volunteers to share example sentences they created together.

Move to **slide 10**. Ask students to complete the third section of the handout. Have students spend some time writing another five conditional mood sentence examples on their own. Once they have finished, you may choose to ask for volunteers to share their ideas with the class.

Optional Modification For Distance Learning

Consider creating multiple copies of the attached "Conditional Mood Practice" handout using Google Docs. Assign two students to each copy of the "Conditional Mood Practice" and have them collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. Download all attachments to use this lesson in Google Classroom.

30 minutes

Extend

Place students into groups of four or five. Remind students of the book that was read earlier in the lesson, *If You Give a Mouse a Cookie*. Display **slide 11**. Using the Collective Brain Dump strategy, ask each group to brainstorm two story ideas for a children's book that uses the conditional mood in a similar way. Then, ask each group to share their story ideas. Collect all student ideas on a whiteboard space, Google Doc, slide, or similar. Once all ideas are recorded, invite each group to choose from this list of ideas to create their own Chain Story (a modification of the Chain Notes instructional strategy). Discuss the group expectations for this activity on **slide 12** and **slide 13**. Then, have each group use a sheet of blank notebook paper, or the attached **Chain Story Handout**, to record their story.

Students can either pass the paper around among group members to record sentences, or they can designate a specific group member as a scribe. Each group member is to contribute at least two sentences each, and end with at least ten sentences.

Optional Modification For Distance Learning

Consider creating multiple copies of the attached "Chain Story" handout using Google Docs. Assign two or three students to each copy of the "Chain Story" and have them collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. This lesson includes optional modifications for distance learning. Download all attachments to use this lesson in Google Classroom.

15 minutes

Evaluate

Once groups have completed their Chain Stories, you may choose to have each story read aloud or projected onto a whiteboard area with a document camera. This allows students to share their work with the class and, if you choose, allows classmates to respond with positive feedback.

The Chain Stories serve as assessments for this lesson. The Conditional Mood Practice handouts may also be included as assessments.

Optional Modification For Distance Learning

You can substitute a peer review activity with a website such as VoiceThread. With VoiceThread, you can upload students' stories to the site beforehand. Then, students can choose whether they would like to make a quick video, a voice memo, or a written note to give feedback on other students' stories. Download all attachments to use this in Google Classroom.

Resources

- K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Chain notes. Strategies. https://learn.k20center.ou.edu/strategy/52
- K20 Center. (n.d.). Collective brain dump. Strategies. https://learn.k20center.ou.edu/strategy/111
- K20 Center. (n.d.). Google classroom. Tech tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Quizlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/666
- K20 Center. (n.d.). Sticky bars. Strategies. https://learn.k20center.ou.edu/strategy/129
- K20 Center. (n.d.). VoiceThread. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2932
- Numeroff, L. J., & Bond, F. (2015). *If You Give a Mouse a Cookie*. New York: Laura Geringer Books, an imprint of HarperCollins Publishers.
- The Teacher's Library. (2015, September 2). *If You Give a Mouse a Cookie! READ ALOUD!* [Video]. YouTube. https://www.youtube.com/watch?v=QCDPkGjMBro