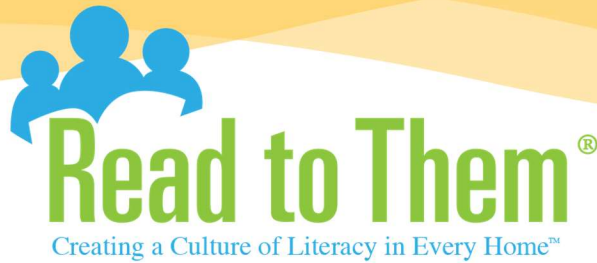


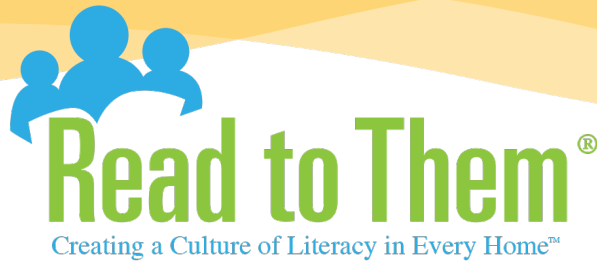
## Strategies for Using Vocabulary

*This file contains notable vocabulary words as they occur in each chapter. Reading aloud is a great way to expose students to vocabulary and increase their command. Here are some fun games and activities to reinforce and learn vocabulary.*

- **Vocabulary in Rhyme** – Challenge your students to create rhyming couplets that use each word in a way that shows the definition. You can do this in small groups by dividing your class into teams and giving each team a set of words to work on. Have each group come up with a fun way to perform their rhymes. (Example: If the word is *content* (happy), a couplet could be something like, “Long bike rides give me smiles; I’m content for miles and miles.”)
- **Vocabulary Candy Land** – Make a board game out of the vocabulary list. Put the words on cards and give different point values to them based on their level of difficulty. Players that correctly provide the definition move forward the number of spaces corresponding to the point value. Be sure to add some wild cards in the deck that send players far forward or backward. And perhaps even play it outside by drawing the board with sidewalk chalk!
- **Vocabulary Jeopardy** – Give the definition and have students guess the word. Give different point levels based on the difficulty of the word. You can be creative with the definition by not defining the word directly, but coming up with clues that provide enough context to lead them to the correct word. Or, give dictionary definitions for a lower point value clues and let the clues get a bit more vague and abstract for clues with higher point values.
- **Vocabulary Charades** – Students take turns being given the definition of a word to act out, and the remaining students have the opportunity to guess the word being displayed. This can be turned into a competition by assigning one point to the actor and the first correct guesser. The student with the most points wins.
- **Vocabulary Pictionary** – This is just like the charades activity above except that instead of acting out the word, the student has to draw it out for others to guess. Scoring is the same if you choose to make it a competition.
- **Vocabulary Bingo** – Pass out premade Bingo cards to your students that display some of the vocabulary words in random order. Not every word should be on each card, and be sure that none of the cards matches another. Play the game by calling out the definition of a word and giving students time to place a marker over the word that’s defined if it appears on their card. Repeat until someone completes a full row or column and shouts, “BINGO!”



- **Vocabulary Improv** – Select a vocabulary word to be the starting point for your activity. Use it in a descriptive sentence to start a story. Have students choose a new word from the list to add to the story, one sentence at a time. Let them try to do this without following the plot of your book.
- **Synonyms** – Split students into teams, each with a different list of vocabulary words. Give them a set time to search for synonyms of the words on their list (5-10 minutes), and then have them take turns competing against each other by listing off the synonyms of one word from their list one at a time until someone from the other team guesses the vocabulary word that has the same meaning. This activity can be scored if you like simply by tallying the number of synonyms given before the other team guesses. The more synonyms needed, the higher the score, and the lowest score wins.
- **Heads Up** – Give each student a post-it note with a vocabulary word on it, and have them affix them to their foreheads. Tell the students to mingle and interact with one another by sharing hints about what's on another student's forehead. Challenge your students to avoid sharing definitions or synonyms of the word. Instead they should provide contextual clues that can lead them to being able to guess the word. Give them a set time (3-5 minutes), and ask them to interact with at least 5 other students. When the time is up, ask each student if they can guess what their word is.
- **Gibberish** – This is a fun creative writing activity. Have your students write a short story about one of your vocabulary words but replacing that word with a bit of gibberish. Ask them to include the word in the story at least 5 times. The challenge is to not directly define the word but provide enough context to help readers guess the replaced word. (Example: If the real word is *veterinarian*, the gibberish word could be *zumbel*. Oscar was limping yesterday, so I took him to visit the *zumbel*. The *zumbel* looked at one of his back legs...)
- **Efficient Definitions** – This activity is great editing practice! Have students—separately or in teams—whittle down dictionary definitions of the words together to see if they can concisely define the vocabulary word in as few words as possible.
- **Word of the Day** – Select a word to highlight on a particular day and challenge students to see how many times they can work it into their conversations. This can be done every day during your reading event, but it can also extend beyond your time with the book. Continue using additional words from the book or elsewhere throughout the school year. You can even put your increased vocabulary on display by creating a paper chain by writing each mastered word on a small strip of paper and taping it into a circular link. Add a new link to your chain each day and watch it grow!



**Vocabulary for**  
***Judy Moody Was in a Mood (2000)***  
**by Megan McDonald**

Chapter 1 – A Bad Mood (pp. 1-10)

- memorizing (1) – to learn something by heart
- paste (1) – glue
- armadillo (2) – a small animal with a hard, ridged shell on its back
- squishy (7) – soft, spongy
- sunny-side-up (7) – an egg that is fried on one side and runny on the other

Chapter 2 – Roar! (pp. 11-23)

- cubbies (11) – personal shelves used to store things
- collage (16) – a piece of art made by arranging and sticking different items together
- squinched (18) – squinted, squished
- gnat (20) – a very tiny irritating bug
- miniature (22) – a smaller size version of something

Chapter 3 – Two Heads Are Better than One (pp. 24-39)

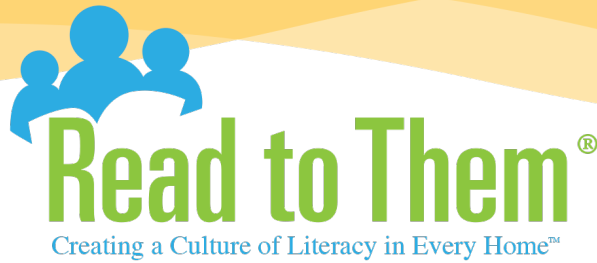
- invitation (24) – a written message to invite someone to an event
- dangled (26) – held loosely in front of something/someone
- experiment (26) – a way to try and test an idea (or hypothesis)
- microscope (32) – equipment that magnifies very small items for closer inspection
- clobbered (35) – hit, whacked

Chapter 4 – My Favorite Pet (pp. 40-52)

- two-toed sloth (41) – a slow-moving animal found in tropical places
- newt (44) – a lizard-like salamander that eats meat (carnivore)
- stinkbug (44) – a brown bug that smells bad when scared
- Venus flytrap (46) – a plant that has fang-like leaves that open and shut when fed
- digesting (52) – breaking down food; what happens to a body after it eats

Chapter 5 – My Smelly Pet (pp. 53-59)

- lodged (53) – placed securely
- glob (54) – pile, piece
- raw (58) – not cooked
- droopy (58) – not stiff, hanging



#### Chapter 6 – Doctor Judy Moody (pp. 60-71)

- operating (60) – when a doctor works on someone to fix something wrong with them
- hospital bracelet (61) – a band put on a person’s wrist in the hospital with their name and birthdate on it
- measles (63) – a sickness that involves a bad rash
- chicken pox (63) – another sickness that also involves an itchy rash
- pulse (68) – the sound heard or felt when blood is moving through veins

#### Chapter 7 – The T.P. Club (pp. 72-85)

- canopy (72) – a covering
- encyclopedia (75) – a book full of facts about things
- hobbies (76) – activities that interest you that you do in your free time
- puzzled over (76) – thought about, considered, mulled
- warts (84) – a bump on your skin due to an infection

#### Chapter 8 – The Worst Thing Ever (pp. 86-103)

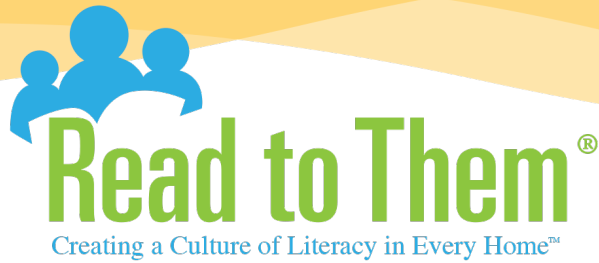
- tadpole (87) – a baby frog/toad when they are young (before they have legs)
- reptiles (89) – class of animals that don’t need water like snakes, turtles, and lizards
- amphibians (89) – class of animals that can live on land, but do need water like frogs, toads, and salamanders
- New Zealand (96) – an island country in the South Pacific ocean (near Australia)
- rotten (99) – gone bad, stinky

#### Chapter 9 – Definitely The Worst Thing Ever (pp. 104-110)

- chaperones (104) – people who serve as helpers during an event, like a field trip
- assembly (105) – a presentation of some sort in front of an audience
- mummy (109) – a dead person whose insides have been preserved/saved
- Alaska (108) – the 49<sup>th</sup> state of the United States and the largest state as well
- Hawaii (108) – a string of islands that became the last (50<sup>th</sup>) state to be added to the USA

#### Chapter 10 – The Funniest Thing Ever (pp. 111-127)

- weasels (112) – small, slinky animals that eat meat (carnivores) and hunt at night
- cavity (112) – a hole caused by decay in a tooth, resulting from not brushing well and sugary foods
- sling (117) – a piece of cloth used to support something that’s broken or damaged
- Harry Houdini (118) – a famous magician known for his ability to escape
- orbited (120) – circled



Chapter 11 – The Me Collage (pp. 128-140)

- bald spot (128) – an empty space, an area where something is missing
- famous (129) – well-known, popular
- Van Gogh (131) – a famous (well-known, popular) Dutch painter known for his wild colors
- *Starry Night* (131) – one of Van Gogh’s most famous paintings
- startling (133) – surprising

Chapter 12 – Band-Aids and Ice Cream (pp. 141-152)

- masterpiece (141) – a work or project that is outstanding, your best work
- explained (146) – made something clear to someone else
- imagination (147) – the creative part of your brain!
- blister (147) – skin that swells with pus because it’s been agitated or infected
- crinkled (151) – scrunched up, wrinkled

**Be sure to check out Judy’s own Slang Dictionary at the end of the book.**