

## ACADEMIC VOCABULARY WORD OF THE WEEK:

# Synthesize

### What?

ACADEMIC VOCABULARY WORDS ARE *EMPOWERING VERBS* THAT ENABLE YOU TO LEVEL UP IN LIFE, IN AND OUT OF SCHOOL. READ ON TO LEARN MORE...ARE YOU HOOKED YET?!!

### Why?

Academic Vocabulary enables a child to be able to comprehend texts, participate in discussions, write effectively, perform well on assessments, and is a component in being considered, "College and Career ready" per state standards. It's used in educational, occupational, and even everyday settings such as reading an online news forum. Plus, it's a good personal goal to learn something new regularly. Why not expand your vocabulary? Empower yourself!

### How?

- Learn new words and use them repeatedly in your writing, conversations, and even games like scrabble.
- Make a connection to new words. Attach them to a memory, a song, or something else in your life. Research shows when something is meaningful it stays with us long term.
- Use the provided weekly materials at least once. Reprinting previous activities and/or applying the strategies to new vocabulary can help set new words to memory.

<https://www.richardrundleelementary.com/vocabulary.html>

### Word of the Week Activity: Brain Spark Synthesizing

Synthesizing requires students to take information they know, evaluate new information, make connections to it, tie it all together, and then... VOILA a synthesis has been created.

Synthesis creates:

- new understandings, as in something a reader has not considered before until reading the text
- deeper understandings, as in becoming more aware or appreciative of an idea after reading a text
- changed understandings, as in thinking differently as a result of the text

Synthesizing increases an evolving knowledge base for the reader.

For more information on Synthesizing see:

<https://www.classroomnook.com/blog/synthesizing-a-text>

# SYNTHESIZE

Synthesizing



Putting the Pieces  
Together

SYN·THE·SIZE  
'SIN(T)-THƏ-, SĪZ

## Definition:

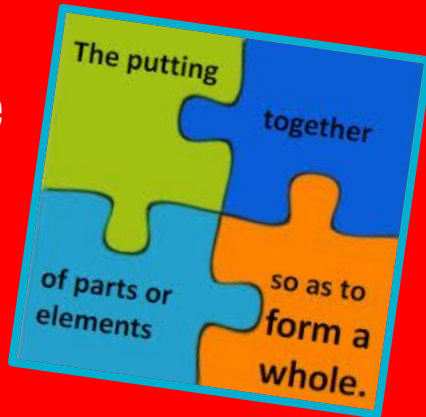
1. To bring ideas together, or to make something out of parts which were independent.

*// He synthesized old and new ideas to form his theory.*

Part of  
Speech:  
Verb

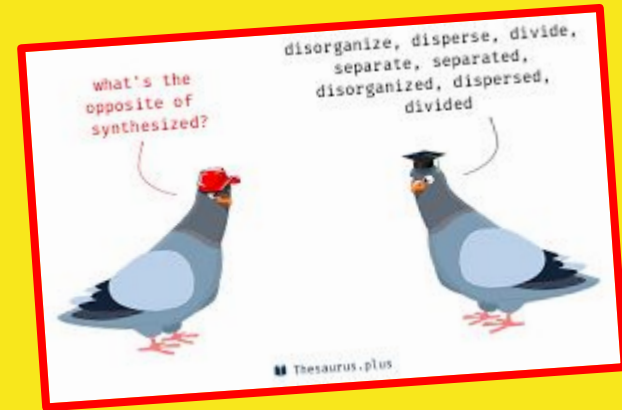
**SYNONYMS:** WORDS THAT MEAN THE SAME AS *SYNTHESIZE*.

Incorporate	Consolidate
Bring together	Fuse
Amalgamate	Join
Arrange	Merge
Blend	Align
Harmonize	Order
Integrate	Correlate
Manufacture	Fuse
Orchestrate	Organize
Symphonize	Methodize
Unify	Mix
Combine	
Connect	



**ANTONYMS:** WORDS THAT MEAN THE OPPOSITE OF *SYNTHESIZE*.

Analyze  
Disperse  
Divide  
Separate  
Confuse  
Disarray  
Disorder  
Disorganize  
Disrupt  
Disturb  
Skew  
Upset  
Disharmonize



# Synthesizing



- Now I understand why...
- I'm changing my mind about...
- I used to think \_\_\_\_\_ but, now I think...
- My new thinking is...
- I'm beginning to think...
- After learning \_\_\_\_\_, I now think...

## **Brain Spark Synthesizing:** Choose a text you'd like to learn more about (book or online)

1. Start by previewing the text. Identify the topic.
2. Read just the first page or so of a text (book or online read). Then "SPARK" your brain to let out all the information you know about the topic. Write or draw all of your information inside the first thought sparkler. Use the sentence stems and question boxes to help your thinking.
3. Read about half of the text and stop to check your thinking. Ask yourself how your thinking may have changed with the new information. Now it's time to "SPARK" your brain again. Write or draw your thoughts inside of the the second thought sparkler. Use the sentence stems and question boxes to help your thinking.
4. Last, finish reading the text and "SPARK" your brain one last time. Ask yourself how your thinking has changed again. Record your thoughts inside of the third thought sparkler. Use the sentence stems and question boxes to help your thinking.
5. For added fun,, you can cut out the Brain Sparklers and tape them to a piece of string or a hanger and make it into a mobile project. *Share your project with your teacher and ask to have it posted on the Rundle website so we can all see your SPARKED SYNTHESIZING!*

**\*\*Parents: Depending on the level of your child they may need support in completing the Brain Squeeze Organizers. Students may write, draw, or dictate to an adult their answers. Remember, the focus is on developing their thinking, making connections, and their synthesizing skills.**



## **OPTIONAL ONLINE TEXT LINKS:** *FIND A TOPIC THAT INTERESTS YOU, A BOOK YOU ALREADY HAVE BUT HAVEN'T READ OR SELECT FROM ONE OF THE WEBSITES BELOW*

**Fiction or Non-fiction: online story forums can be searched by title, author, subject, or even your child's age!**

1. Fable links: <http://www.read.gov/aesop/001.html>
2. <https://www.storylineonline.net>
3. <https://www.freechildrenstories.com>
4. <http://www.magickeys.com/books/>
5. <https://www.storyberries.com/category/age-7-12-bedtime-stories/>
6. <https://freekidsbooks.org/subject/non-fiction-kids-books/>
7. <http://en.childrenslibrary.org>
8. <https://ngl.cengage.com>
9. <https://www.stornory.com>
10. <https://home.oxfordowl.co.uk>

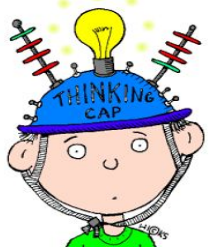
**Video about Synthesizing:** [https://www.youtube.com/watch?v=7dEGoJdb600&feature=emb\\_logo](https://www.youtube.com/watch?v=7dEGoJdb600&feature=emb_logo)

**For more information about Synthesizing:**

1. <https://www.classroomnook.com/blog/synthesizing-a-text>
2. <https://bookpagez.com/blog/reading-comprehension-toolkit-synthesizing/>

**Topic:** Preview Text  
**I think this text is about**

**I think this because**



**#1: Read the first few pages and SPARK your brain and write or draw everything you already know about this topic**

Initially I am thinking...

After reading the first few pages, I think this text is \_\_\_\_\_ because \_\_\_\_\_.

**#2: After reading half of the text, *SPARK* your brain again and write or draw new things you're learned about this topic.**



Now I am thinking...

What new information have you learned?

How has your thinking changed so far?

What has changed your mind?

Now I'm starting to think this text is \_\_\_\_\_ because \_\_\_\_\_.

**#3: After completing the text, *SPARK* your brain one last time and write or draw everything you've learned about this topic.**



After reading, I am now thinking...

How has your thinking changed since first previewing the text?

What changed your mind?

In the end, I realize that this text is \_\_\_\_\_ because \_\_\_\_\_.