

### Diptongos *ia, ie, io, iu*

**Generalization** Many words in Spanish contain two vowels in adjacent positions. Diphthongs are formed when two vowels are together in the same syllable.

#### Student Objectives

- **Identificar patrones de ortografía de los diptongos *ia, ie, io* e *iu*.** | Identify spelling patterns of the diphthongs *ia, ie, io*, and *iu*.
- **Leer, agrupar y escribir palabras con los diptongos *ia, ie, io* e *iu*.** | Read sort and write words with the diphthongs *ia, ie, io*, and *iu*.

#### Materials

- *Gran libro de rimas, "El gigante Pie de hierro,"* page 62
- *Cuaderno de estudio de palabras,* pages 21-24
- Biblioteca de la clase, *Un mundo dentro de una ciudad*
- PearsonRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort

#### Words

<i>ia, viaje</i> (trip)	<i>ie, pie</i> (foot)	<i>io, avión</i> (airplane)	<i>iu, ciudad</i> (city)
viaje (trip)	hielo (ice)	avión (airplane)	ciudad (city)
comedia (comedy)	pie (foot)	serio (serious)	triumfo (triumph)
novia (bride)	cielo (sky)	acción (action)	viudo (widower)
	viento (wind)	precio (price)	
		violín (violin)	

### Introduce, Model, and Reflect

**Leer poemas** Point to the title of the poem “El gigante Pie de hierro.” Read the poem aloud. Ask: **¿Quién es el personaje de este poema?** (un gigante llamado Pie de hierro) **¿Qué hace el gigante?** (limpia un diamante y recoge buganvilias para su novia).

Say: **En otras lecciones hemos aprendido palabras con sílabas abiertas; o sea, sílabas que terminan en vocales. Hoy vamos a aprender palabras con diptongos. Un diptongo se forma cuando una sílaba tiene dos vocales juntas. Los diptongos que vamos a estudiar hoy son *ia, ie, io* e *iu*. ¿Quién puede encontrar una palabra con el diptongo *ia* en este poema?** (limpia, diamante, novia, buganvilias)

If students have trouble identifying the diphthong, have them separate the words into syllables first. Ask: **¿Cómo se divide la palabra diamante en sílabas?** (*dialman/te*) Ask: **¿Cuál sílaba contiene dos vocales juntas?** (*dia*) Say: **Un diptongo se forma cuando hay dos vocales**

**juntas en una sílaba. La palabras *diamante* tiene el diptongo *ia*.**

Repeat the activity with the rest of the words in the poem that contain diphthongs.

**Explorar el significado** Talk about the meanings of words that may be unfamiliar to students. In order to aid comprehension, display pictures of objects made of iron (*hierro*), and a picture of a diamond (*diamante*). Explain that *buganvilia* is a flower, and have students point to the illustration in the poem.

**Presentar la actividad** Point to the heading of the sort: Diptongos *ia, ie, io, iu*. Point to each word and ask students to read it. Be prepared to help with difficult words. Ask: **¿Cómo podemos agrupar estas palabras?** Guide students to suggest sorting according to the diphthongs *ia, ie, io*, and *iu*.

**Demostrar** Review each word with students and select one or two from each category to

demonstrate how to group them under the appropriate column. Say: **Estas palabras tienen diptongos que comienzan con la *i*. La *i* en las sílabas con diptongos está seguida por otra vocal. ¿Cuál es la diferencia entre los diptongos de cada columna? (La segunda vocal del diptongo es diferente.) ¿Quién me ayuda a encontrar una palabra con el diptongo *ia*?** Repeat for the remaining diphthongs.

**Agrupar por sílabas** Guide children in sorting the rest of the words under the corresponding column. If necessary, model how to separate

the word in syllables, in order to recognize the syllable in each word that contains a diphthong.

**Reflexionar** Ask: **¿Qué es un diptongo?** (dos vocales juntas en una misma sílaba) Remind children that not all vowels that are next to each other in a word are diphthongs. Diphthongs are only formed when the contiguous vowels are in the same syllable. When children finish reading the words under both columns out loud, ask them to think about what they learned through this activity.

## Practice and Extend

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**Volver a agrupar** Have children work with a partner to mix the word cards randomly and then sort them several times, taking turns. Suggest that they work with a different diphthong at a time. After they sort, ask them to read the words in each column, making sure that all words contain the given diphthong.

**Actividad de escritura** Have children work with a partner to complete the writing sort on page 24. Read aloud the directions at the top of the page and make sure children understand the task. Say: **Lean por turnos las palabras del recuadro. Luego, escriban cada palabra debajo de la columna que corresponda, de acuerdo a los diptongos *ia*, *ie*, *io* e *iu*.**

**Leer el libro pequeño** Ask: **¿Alguna vez han tenido que mudarse a una escuela, ciudad, o país diferente? Todos los cambios traen consigo muchas cosas nuevas. Hoy vamos a leer una historia de una familia que se muda a la ciudad de Chicago.** Read *Un mundo dentro de una ciudad*. Ask: **¿Por qué no quería Lily estar en**

**Chicago?** (porque había vivido en muchos otros lugares y no le gustaba la idea de quedarse en un solo lugar) Ask: **¿Qué aprende Lily cuando va a explorar la ciudad con su papa?** (que la ciudad tiene barrios de muchas culturas diferentes; explorando los barrios aprende sobre diferentes culturas y países) **¿Qué pasa al final del la historia?** (Lily está contenta de estar en Chicago, pues la ciudad tiene lugares, eventos, comidas, y gente de muchas partes del mundo.)

**Cazapalabras** Have children read *Un mundo dentro de una ciudad* again to find words with the diphthongs *ia*, *ie*, *io*, and *iu*. Write the words on the board, sorting them in four columns according to their diphthong.

**Con el compañero** Have children work with a partner to identify all words in the sort that name concrete nouns (*ciudad*, *cielo*, *hielo*, *vióin*, *viento*, *avión*, *pie*). Provide note cards for them to write each word and draw a picture of each. When complete, ask them to sort their cards according to the diphthongs *ia*, *ie*, *io*, and *iu*.

## Apply and Assess

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**Palabras adicionales con *ia*, *ie*, *io*, *iu*:** diadema; piel, diente; gaviota, labios; diurno

**Actividad con las palabras adicionales** Display the additional words in random order. Provide note cards for children. Have them write each word on a note card. Ask children to work in pairs to separate the words into syllables and identify the diphthong in each word. Then, have them sort the words by combining them with the words they sorted from the original list.

**Agrupación alternativa: Agrupar por número de sílabas** Have students re-sort the cards according to the number of syllables in the words. They will need to make piles for words with one, two, and three syllables.

**Verificación** Assess children as they work. Ask children to read the words they are sorting, and to identify the syllable that contains a diphthong. Have them identify the diphthong. After their sort is complete, have them reread the words and check their work.

## Supporting All Learners

Conexión escuela-hogar   School-Home Connection		
<p><b>Cazapalabras</b> Con un miembro de tu familia, escoge un libro o revista para leer juntos. Mientras leen, identifiquen palabras con los diptongos <i>ia, ie, io, iu</i>. Agrupen las palabras juntos de acuerdo a cada diptongo.</p>	<p><b>Volver a agrupar</b> Pide al miembro de tu familia que te lea en voz alta las palabras que encontraron en la actividad de <i>Cazapalabras</i>. Juntos, intenten añadir una palabra más a cada categoría.</p>	<p><b>Hacer oraciones</b> Pide a un miembro de tu familia que te ayude a hacer oraciones con palabras con los diptongos <i>ia, ie, io, iu</i>. Intenten usar dos o más palabras en cada oración.</p>
Apoyo para el aprendizaje del español   Supporting Spanish-Language Learners		
<p><b>Language Production</b> Ask children to work in small groups to read the words in each category aloud. As each child reads, the rest of the members of the group should listen for pronunciation. Encourage children to model for each other the correct pronunciation of the words. Provide assistance as needed.</p>	<p><b>Language Transfer</b> As you review words, encourage children to identify words that are English-Spanish cognates: <i>serio/serious; violín/violin; comedia/comedy; acción/action</i>. Provide note cards for children to write the Spanish word on one side and its English cognate on the other.</p>	
Apoyo diferenciado   Differentiated Support		
<p><b>Extra Support</b> Have children work in pairs to read each word, separate it into syllables, identify the syllable containing the diphthong, and categorize the word according to each diphthong.</p>	<p><b>Challenge</b> Throughout the day, as children use their textbooks, library books, and other instructional materials containing text, have them search for additional words with the diphthongs in this lesson. Have them write the words on index cards and add them to their sorts from the activities in this lesson.</p>	

Diptongos **ia, ie, io, iu**Grupo  
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viaje

avión

serio

ciudad

hielo

comedia

acción

pie

viento

violín

triunfo

precio

novia

viudo

cielo



Diptongos **ia, ie, io, iu**

<b>ia</b>	<b>viaje</b>					

<b>ie</b>	<b>pie</b>					

<b>io</b>	<b>avión</b>					

<b>iu</b>	<b>ciudad</b>					



Lee las palabras del recuadro. Escribe cada palabra en la columna que corresponda.

ciudad    cielo    serio    hielo    violín    triunfo  
viento    avión    comedia    viaje    acción    pie

ia	ie	io	iu
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