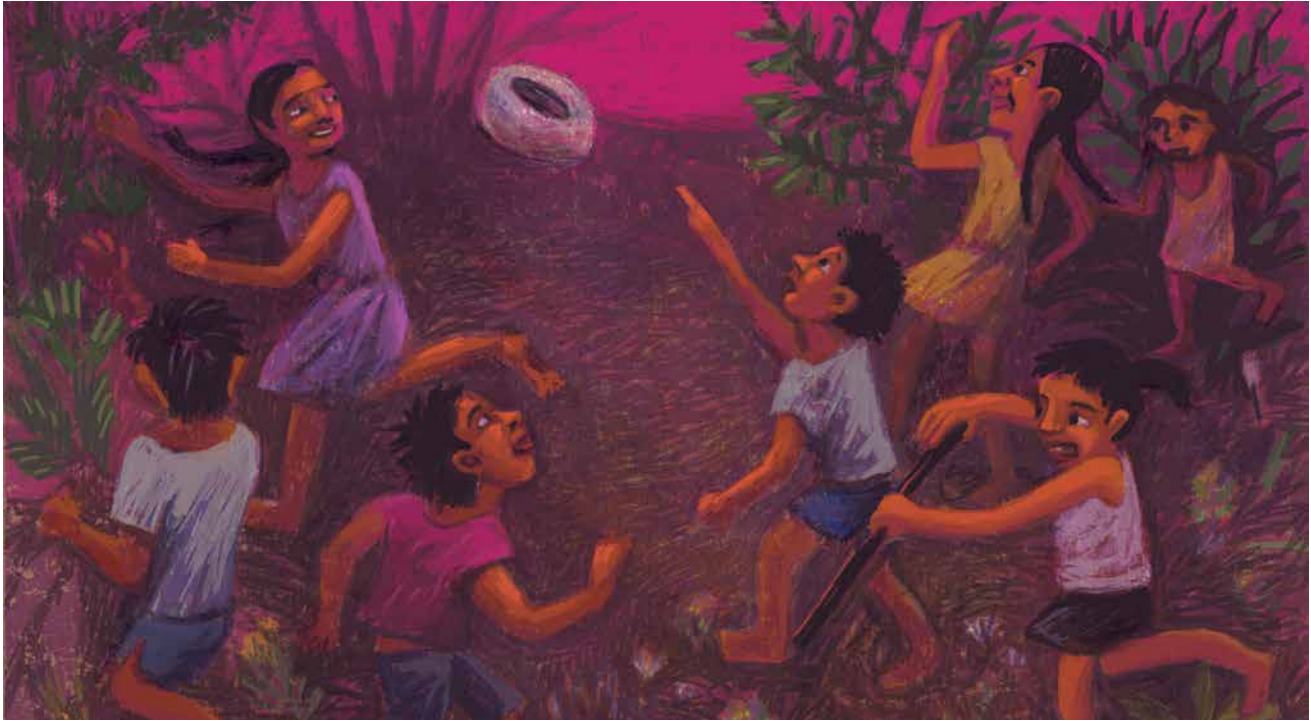


# The Youngest Sister

**Discussion Guide  
for Grades 2–5**





**Title:** *The Youngest Sister*

**Author:** Suniyay Moreno, translated by Elisa Amado

**Illustrator:** Mariana Chiesa

**Genre:** Picture book

**Themes:** Global Indigenous peoples, poverty, cultural diversity, exploration and imagination, resourcefulness

**Suitable for:** 5–8 years; Grades K–3

**Guided Reading Level:** O

**Lexile Level:** 650

**Common Core Standards:**

RL.3.1.2.3.4.5.6.7.9

W.3.1,1a,1b,1c,1d,2,3,3a,3b,3c,3d,4,5,6

SL.3.1,1c,1d,1e,1f,1i,2,2a,2b,2c,2d,2e,2f,2g,

L.3.3a,3b,4,4a,4b,4c,4d,5,5a,5b,5c,6



## Before Reading:



- Discuss the title and cover illustration.



- Discuss the meaning of “translator.”

- Why would a book need a translator?



- Flip through the book.

Write down any questions you have.



- Describe the setting based on the illustrations.



- Where do you think the story takes place? Explain.

- Describe the characters in the story.



- Predict how the characters are related to each other.



- Why did the author create a **glossary** and a **translator’s note**?



- Do you think *The Youngest Sister* is fiction or nonfiction? Why?



- Write down the name, age, and responsibilities of each sibling in your family. Share with the group.



- Create a group chart called *Family Responsibilities and Chores*.



- Discuss the meaning of “consequences.”



- If responsibilities are not completed, what are the consequences for the family and for the individual family members?





## Essential Questions on Culture:

Before reading *The Youngest Sister*, read the essential questions and brainstorm what you already know about **culture** and **cultural diversity**.

1. What is culture?
2. What is family?
3. How does culture shape the lives of families around the world?
4. How do individuals develop, learn, share, and adapt to culture?
5. What factors shape our values and beliefs?
6. How does family play a role in shaping our values and beliefs?
7. Why do we need values and beliefs?
8. How do beliefs, ethics, and values influence different people's behavior?
9. What are common characteristics across cultures?
10. What is the relationship between humans and the environment?

## New Vocabulary Words

*The Youngest Sister* was originally told in Spanish. It has been translated into English. There are many challenging and unfamiliar words in this story, including those from the Quechua culture.



### What Is a Good Strategy to Figure Out Unknown Words in a Story?

A great way to understand difficult new vocabulary in a story is to look at contextual clues. Contextual clues are words surrounding the unfamiliar word. You can also use a dictionary to confirm the meaning.

As you read, write down words that you do not know and try to figure out their meaning in the story. Some words have multiple meanings. Many diverse cultures use words in different ways.

Hint: The word “tuna” is used, but not as you know it. See if you can figure out the meaning of “tuna” in this story.

Review the worksheet on page 6 containing the new vocabulary words used by the main character and her family. As you go through the story, fill in the Jot Chart.



## Other Challenging Vocabulary Words From the Story

Read through the challenging words as a group.  
Are any of the words familiar?

marrow bone   sheltered   thatch   dawn   assigned   mortar

delay   shadows   narrow   thorns   clods   burlap

slingshot   carob seeds   substance   peasant   hillside

agitated   pods   squashes   harvested   lever   carnival

twinge   whip   staff   companion   patio

## New Vocabulary Jot Chart

Unknown word	I think it means...	Because...	Definition
cracklins			
mate			
mistolas			
peon			
pilu-pintu			
Sachajoy			
tuna			

Are there any words from the story that have multiple meanings?

## During Reading:



Think about it:

- How does the author use descriptive language to enhance tone and mood?
- How do the author and illustrator construct visual images to intensify the landscape?
- How does the author use figurative language to enhance meaning?
- What is the setting of the story? Time and place?
- Who is the main character?
- What other characters are important to the story?
- What problems arise for the main character?
- How are the problems resolved?
- What central themes are developed in the plot? (i.e., *family, survival, community, cultural diversity, childhood*)
- What does the bone symbolize in the story?





- Why is the bone important to this community?
- Write down any new vocabulary words.
- What do the new vocabulary words mean in context?
- As you read, look for answers to questions that you have about the illustrations.
- What are the cause-and-effect relationships in the book?
- Think about how you and Picu are alike and different.
- What is the author's purpose in writing this book?
- Does the author seem authentic?
- Does the author make you feel like she has experience with this culture?

## After Reading:



Discuss:

1. Where does the story take place?
2. Look at the map on page 12 of this guide and find the city where the author, Suniyay Moreno, lives.
3. Where is Argentina? Where are the Southern Andes mountains?
4. Find examples of how Suniyay used figurative language in the story. Explain the literal meaning of what she was trying to convey.
5. Look at a world map and figure out how far away you live from Argentina and the foothills of the Andes.
6. Describe the mood and tone of the story as the plot develops.
7. How did you feel as the story progressed?
8. Do you think that Picu should have been sent to get the marrow bone?
9. Would your parent have you walk two hours each way to get something for dinner at five?
10. What kind of character is Picu?
11. What did Picu worry about?
12. Why was the bone needed in the story?
13. Why did the children want the bone?
14. Explain how the themes of family, childhood, diverse cultures, community, and survival were developed.
15. Talk about the author and how she contributed to the authenticity of the story.



Use information from *The Youngest Sister* to answer the questions below. Use evidence from the book:

- 1) Picu is a “child of dignity and resourcefulness.” Describe a part of the story where Picu demonstrates these character traits.

When trying to understand different cultures, it is necessary to look at how we are both alike and different.

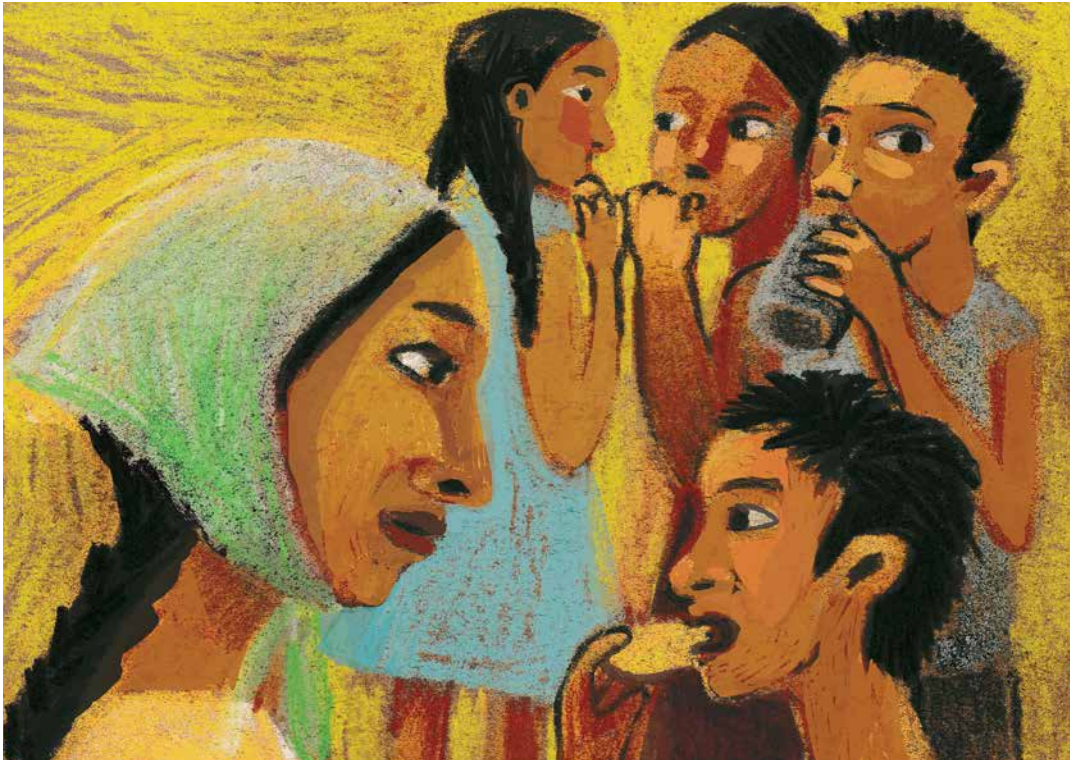
- 2) Go back to the story to reveal things you learned about Picu’s Argentinian Quechua culture, family, and community.

## Culture

- |              |               |
|--------------|---------------|
| ✓ Beliefs    | ✓ Way of life |
| ✓ Values     | ✓ Language    |
| ✓ Behaviors  | ✓ Food        |
| ✓ Traditions |               |

- 3) Compare and contrast yourself to Picu. Use the worksheet on page 13.





## Making Connections:

- 1) How is this story tough, hard, honest, and fun? Write an essay, illustrate it, and share.
- 2) Continue learning about Quechua culture. Research and create a PowerPoint on Quechua culture, including their literature, music, art, and artifacts.
- 3) Design, plan, and create a travel brochure for a city in western Argentina in the Andes Mountains. Include important information about the place to visit including:
  - ✓ Location (i.e., continent, country, city, town, village)
  - ✓ Fun facts
  - ✓ Climate/weather
  - ✓ Travel options, for how to get there
  - ✓ What to see: Nature
  - ✓ What to see: Attractions
  - ✓ What is the city known for?
  - ✓ Places to stay
  - ✓ Language
  - ✓ Money/currency



# Wonderful Resources for Educators and Kids

[www.twinkl.co.uk](http://www.twinkl.co.uk)

[www.pbslearningmedia.org/](http://www.pbslearningmedia.org/)



Map Credit: [www.caingram.info](http://www.caingram.info)





# The Youngest Sister



# Compare & Contrast

**Similarities**

**Picu**

**Name**



**How are they different?**

**How are they different?**

**How are they different?**

**How are they different?**