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EASY MARKING™ ANSWER KEY

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Suzanne Collins

Suzanne Collins was born August 10, 1962 in Hartford, Connecticut. Collins started her writing career in 1991. She worked as a writer for *Nickelodeon*, a popular television company. After writing for TV shows, she wanted to try writing children's books.

In 2003, she wrote her first book, *Gregor the Overlander*. This was the first book of five in *The Underland Chronicles*. The book became a *New York Times* bestseller.

Her idea for writing *Gregor* came from the novel *Alice in Wonderland*. She hoped children living in large, busy cities would be able to better imagine the setting in *Gregor*, as *Alice in Wonderland* is set in the country.

After the fifth book in the *Underland* series, she began writing *The Hunger Games*. The three *Hunger Games* novels have been one of Collins' major successes. In 2012, the first *Hunger Games* book was made into a movie. Both of her series talks about the subject of war.

Her father—who was an Air Force Pilot—used to talk to Collins about war and the history behind



it. Her father felt that children should know about the cost and consequences of war. Both series tries to teach children about that. Today, Collins lives with her husband, Cap, and two children in Connecticut, Massachusetts.

• Collins and her character Gregor both hate to ride roller coasters.

Did You Know?

• If Collins could visit the Underland, she would bring chocolate and a bottle of water.

• The first thing Collins would do if she went to the Underland is make friends with a bat. She feels this would help keep her alive.



Chapters Seven to Nine

Answer the questions in complete sentences.

1. Why do you think the Underlanders want Gregor and Boots to bathe all the time?

2. If you had to ask Dulcet two questions about the waterway, what would they be?

Vocabulary Put a check mark (✓) next to the definition that matches the underlined word.

1. Sandra gave the dog a suspicious look.

A To have a bad feeling about someone.

B A person who steals.

2. James was in charge of the execution between the North and the South.

A Putting a plan into effect.

B Really bad.

3. Two burglars escaped from prison.

A Break out of.

B Go into.

4. It takes great courage to stand up to a bully.

A A feeling of anger.

B The strength to do something that they are scared of.

5. The teacher wants more seemly manners at school.

A Rude.

B Proper.



Chapters Seven to Nine

1. Match each character in the list to their description below.

Luxa	Euripedes	Perdita	Aurora	Marath
Dulcet	Henry	Solovet	Shed	Fangor

a) Queen of the Underlands. _____

b) Luxa's bat. _____

c) Bodyguards. _____ and _____

d) Nanny. _____

e) Luxa's cousin. _____

f) Rats of the beach. _____ and _____

g) Vikus' bat. _____

h) Vikus' wife. _____

2. Number the events from 1 to 7 in the order they occurred in these Chapters.

a) Gregor steals a boat.

b) The beach gets set on fire.

c) Gregor asks Dulcet about the water system.

d) Gregor escapes the Palace.

e) Gregor discovers Vikus has his Dad's keys.

f) Gregor lands on a beach and meets Shed and Fangor.

g) Gregor gets rescued on the beach.



Chapters Seven to Nine

Answer each question with a complete sentence.

1. What did Dulcet tell Gregor about the Waterway? Why was it important?

2. Why do you think the Underlanders burned the beach?

3. What was the climax of these Chapters, and where did it take place?

4. Was Gregor's decision to escape Regalla a good or bad one? Explain your answer.

5. Why does Gregor want to leave the Underland?

6. You have just finished reading Part 1 of the novel, titled "The Fall". The next part is called "The Quest". What do you think this title means?



Journaling Prompt

Gregor felt really bad about what happened at the beach. If Gregor had to write an apology letter to Henry, Marath, Perdita, Luxa, and Aurora, what would it say? What would he be sorry for? Write an apology letter that Gregor could give to them. You may choose to write one letter for all of them, or a letter for each one.



Chapters 18 to 25

Underland Creatures

People in the Underland call their creatures differently than what we call them in the Overland. For example, rats are called gnawers and bats are called fliers. Think about other creatures that live underground. Once you think of five to ten creatures, answer the following questions on a piece of paper or on the computer.

- What might Underlanders call them?
- What would their duties be?
- How would they be helpful in the Underland?



Chapters 26 to 27

Imagining the Next Chapter

Gregor the Overlander ends with Gregor, Boots and his dad walking into their apartment and saying, "Hey, Mom. We're home!" Write the next chapter in this story.

- How does Gregor's mom react?
- Does she believe their story?
- What happened while they were away?
- Do they close off the grate?
- What is the first thing Gregor does?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

apartment	fear	King Gorgor	river	Tick
bathe	flashlight	Margaret	Regalia	torch
bondage	fliers	New York	roaches	tunnel
camp	grate	palace	sun	war
creepy	key chain	purple	sword	warrior

a	z	i	e	s	w	o	r	d	t	i	c	k	l	o	q	p
u	s	b	q	r	r	m	e	a	g	k	z	n	h	c	d	s
l	e	a	b	w	f	c	g	x	p	u	r	p	l	e	u	g
f	b	t	f	p	a	l	a	c	e	g	f	y	t	n	w	k
q	t	h	e	l	w	r	l	m	k	r	o	t	a	e	x	z
a	u	e	m	a	a	e	l	j	p	a	y	m	b	w	c	v
p	n	r	t	q	n	s	a	s	s	t	i	a	o	y	i	u
a	n	f	r	o	a	e	f	e	s	e	k	r	n	o	p	d
r	e	e	x	g	r	f	z	l	j	r	e	g	d	r	u	j
t	l	a	d	h	p	c	t	n	i	t	y	a	a	k	y	c
m	c	r	e	e	p	y	h	w	t	g	c	r	g	i	b	l
e	k	i	n	g	g	o	r	g	e	r	h	e	e	w	w	m
n	h	m	w	a	r	r	i	o	r	c	a	t	z	o	i	n
t	g	r	i	v	e	r	b	v	h	j	i	v	l	c	p	d
k	w	p	b	f	l	i	e	r	s	u	n	x	o	y	s	b



Comprehension Quiz

Answer each question in a complete sentence.

- How did Gregor and Boots get to the Underland?

- What happened when Gregor tried to escape the Underland?

- What did the Regalian council vote on?

- Name ONE (1) thing people say happened to Gregor's dad. What actually happened to him?

- Name the FOUR (4) types of creatures that helped on the quest.

- What do people in the Underland call people who live above them?

- What were the mysterious carvings on the wall? Who wrote them?

30

1

4

1

2

4

1

2

SUBTOTAL: /15

Overland vs Underland

Compare the Overland and the Underland. How are they different?

NAME: _____

After You Read 



Chapters Eighteen to Twenty

Answer each question with a complete sentence.

1. What may have happened if Ripred didn't lead everyone down the tunnel?

2. How are Vikus and Luxa related?

3. How does Boots treat the crawlers compared to everyone else? What does Vikus think of this?

4. What is the hardest lesson for a soldier to learn?

5. What are your impressions of Ripred? Can he be trusted? Explain your answer.

6. What does Vikus mean when he says, "The prophecy says the spinners must assent"?

Journaling Prompt

Luxa told Gregor that both her and Henry don't know how to cook. In Chapter 20, Gregor teaches Luxa how to make a sandwich. Do you know how to cook? Pick something that you know how to make and write down the recipe. If not, then pick something Gregor says he can make.

1.

Answers will vary, but may include: They would continue to smell normal and alert nearby rats.

2.

Vikus is Luxa's grandfather. Luxa's mother—Judith—was his daughter.

3.

Boots treats the crawlers as equals. Vikus aspires to be this way.

4.

The hardest lesson for a soldier to learn is to obey orders he believes are wrong.

5.

Answers will vary.

6.

Henry wanted to capture the spiders and force them to join the quest, but the prophecy says the spiders must agree to come.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. b

2. c

3. b

4. b

5. a

6. a

7. d

8. c

32

1.

a) fear; time; losing

b) dying; future; dad

c) fourth; big; living

d) gnawer; protect

2.

Answers will vary, but may include:

a) Ripred - leads the way through the tunnels and is a good fighter.

b) Aurora and Ares - loyal and can fly in the dark.

c) Temp and Tick - protective of Boots and risk their own life for her.

d) Gox - made and bandages.

33

1.

After her parents died, Luxa no longer felt safe on the ground. Vikus allowed Luxa to bond with Aurora early. They exchanged vows to always protect one another.

2.

Tick faced the army of rats to protect Boots and Temp.

3.

Answers will vary, but may include: Tick, Temp and Boots would have been captured and killed.

4.

Answers will vary.

5.

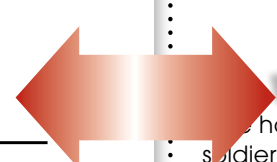
Gregor learned that even among rats, Ripred was lethal.

6.

Aurora and Ares would never leave Luxa and Henry because they are bonded together.

34

31



EASY MARKING ANSWER KEY

Gregor the Overlander

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.