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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 first Hunger Games novel was one of the major successes. In 2012, the first Hunger Games book was made into a movie. Both of her series of novels have been one of Collins' New York Times bestsellers.

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 father—who was an Air Force Pilot—used to talk about the subject of war. She wanted to try writing children's books. Today, Collins tries to teach children about that. She feels this would help keep her alive.

**Did You Know?**

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

**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.
   - C. Really bad.
   - D. Go into.
   - E. Break out of.
   - F. To have a bad feeling about someone.
   - G. The strength to do something that they are scared of.
   - H. A feeling of anger.
   - I. To stand up to a bully.
   - J. A feeling of anger.
   - K. Really bad.
   - L. To stand up to a bully.

2. Why do you think the Underlanders want Gregor and Boots to bathe all the time?
   - A. It takes great courage to go into the water.
   - B. It's really bad to smell.
   - C. To give them a way to cut the Underlanders.
   - D. The strength to do something that they are scared of.
   - E. Putting a plan into effect.
   - F. Go into.
   - G. To stand up to a bully.
   - H. To stand up to a bully.
   - I. A feeling of anger.
   - J. A feeling of anger.
   - K. Really bad.
   - L. To stand up to a bully.

3. Why do you think the Underlanders burned the beach?
   - A. To make friends with a bat.
   - B. Sandra gave the dog a suspicious look.
   - C. It takes great courage to stand up to a bully.
   - D. To give them a way to cut the Underlanders.
   - E. Putting a plan into effect.
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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?

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

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

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

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

NAME: ____________________________

**SHORT ANSWER QUESTIONS**

**Vocabulary**

1. To have a bad feeling about someone.
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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?

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?

NAME: ________________________________

Answer each question in a complete sentence.

1. How did Gregor and Boots get to the Underland?

2. What happened when Gregor tried to escape the Underland?

3. What did the Regalian council vote on?

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

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

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

7. What were the mysterious carvings on the wall? Who wrote them?

SUBTOTAL: ___________________________/____  

NAME: ____________________________________

Gregor the Overlander CC3331
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.

Easy Marking Answer Key

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

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

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

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

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

Vocabulary

1. a) fear; time; losing
b) dying; future; dad
c) fourth; big; living
d) gnawer; protect
e) orange spider; brown spider
f) Ripred
g) Gregor’s dad

1. Answers will vary.

2. Answers will vary.

3. Answers will vary.

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

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

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

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

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

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

16. Answers will vary, may include: They would continue to smell normal and alert nearby rats.
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.5.11 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSL.5.12 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 figural and connotative meanings; analyze the impact of 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 or position on the topic in an analytical or馄饨 article, and defending it with reasons and evidence. A) Introduce a topic or text clearly, state an opinion, and then organize the development of ideas, including most relevant evidence. B) State or restate a relationship or position and counterargue or rebut an opposing position. C) Introduce a topic clearly and provide an opinion, supporting it clearly and relevant evidence. 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 transitions 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.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- WS.5.6 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.5.7 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.5.8 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.5.9 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.5.10 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.5.11 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WS.5.12 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- WS.5.13 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.5.14 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.