



STUDENT PACKET

GRADES 6-8

# Gregor the Overlander

Suzanne Collins



READ, WRITE, THINK, DISCUSS AND CONNECT

# Gregor the Overlander

Suzanne Collins

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Anticipation and Reaction

**Directions:** Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. Provide an explanation if your opinion has changed.

Statement	Response Before Reading	Response After Reading
1. Nothing is more important than family.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
2. All creatures should be respected.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
3. War is sometimes necessary.	<input checked="" type="checkbox"/> you agree with the statement <input checked="" type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
4. Dreams play a role in one's destiny.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name \_\_\_\_\_

**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. Starred questions indicate thought or opinion questions.

### **Part 1: The Fall** **Chapters 1–3**

1. Why aren't children playing in the courtyard at Gregor's apartment?
2. What caused Gregor's role in the family to change?
3. What is Gregor's rule?
4. What does Boots disappear into?
5. Who asks if Boots is a queen?
6. How does Gregor know he is in a stadium?
- \*7. Why do you think Luxa looks like "a walking circulatory system" (p. 27)?
8. What is Boots's real name?
9. Why are Gregor and Boots in danger?
10. When and why do the crawlers carry torches?
11. How many baskets of grain do the crawlers receive for Gregor and Boots? Who makes this decision, and who disagrees?
12. Who asks Gregor if he is from New York City?

### **Chapters 4–6**

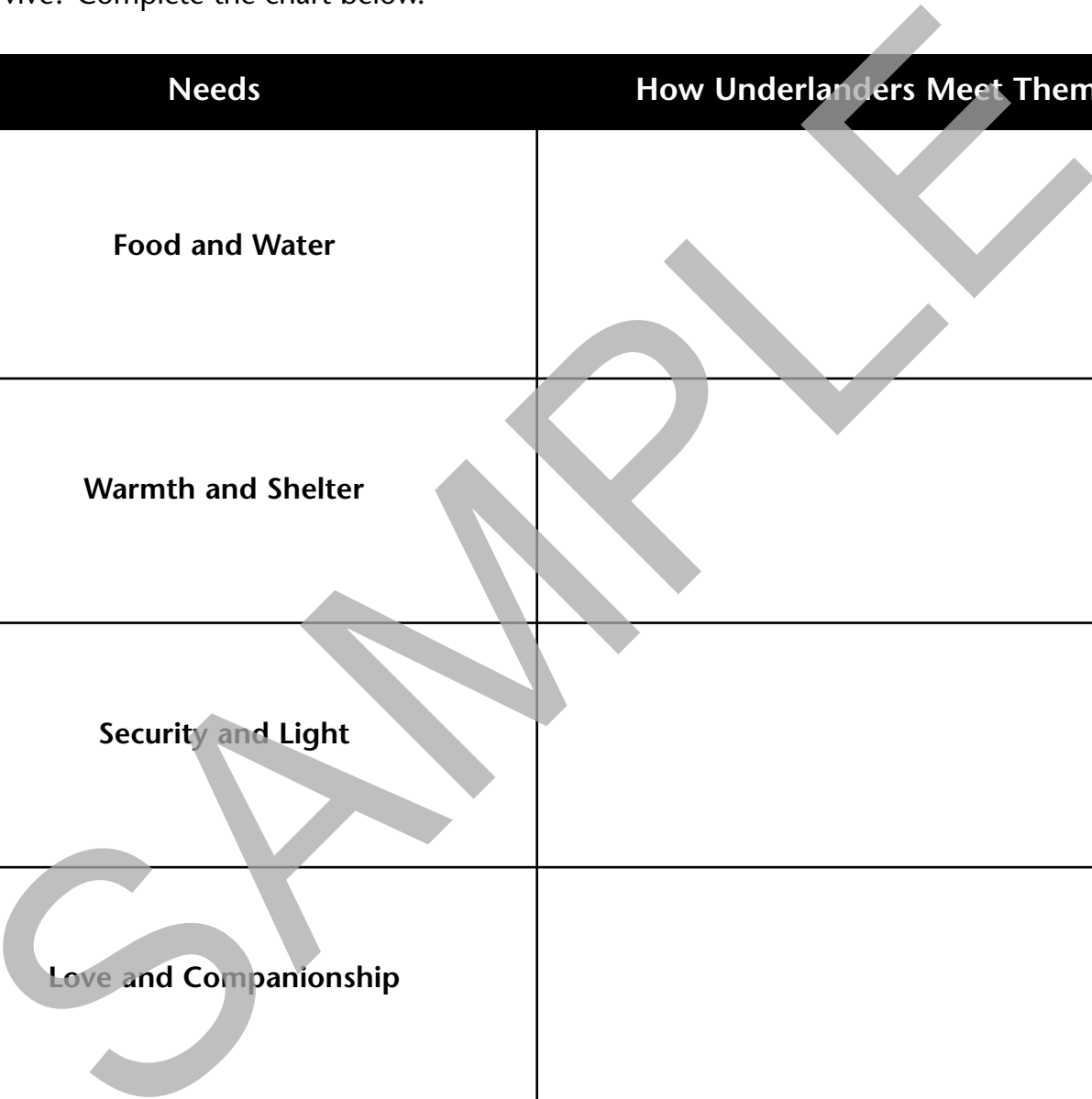
1. How does Luxa prevent Gregor from leaving the stadium?
- \*2. Why does Gregor think that Vikus likes him?
- \*3. What does Vikus mean when he tells Gregor, "You must feel as if you are trapped in a dream, Overlander" (p. 41)?
4. What is the purpose of the cloud of black moths?
5. Why doesn't Regalia feel completely foreign to Gregor?
6. How many known gateways are there to the Underland?
7. According to Vikus, why aren't there any doors to enter the palace?
- \*8. Why do some people think Gregor is "stuck-up"?
9. What does Gregor think may be a way out of the palace? Why?
10. How many people live in the Underland?

Name \_\_\_\_\_

### Survival Chart

**Directions:** How do humans survive in the Underland? What needs must one meet in order to survive? Complete the chart below.

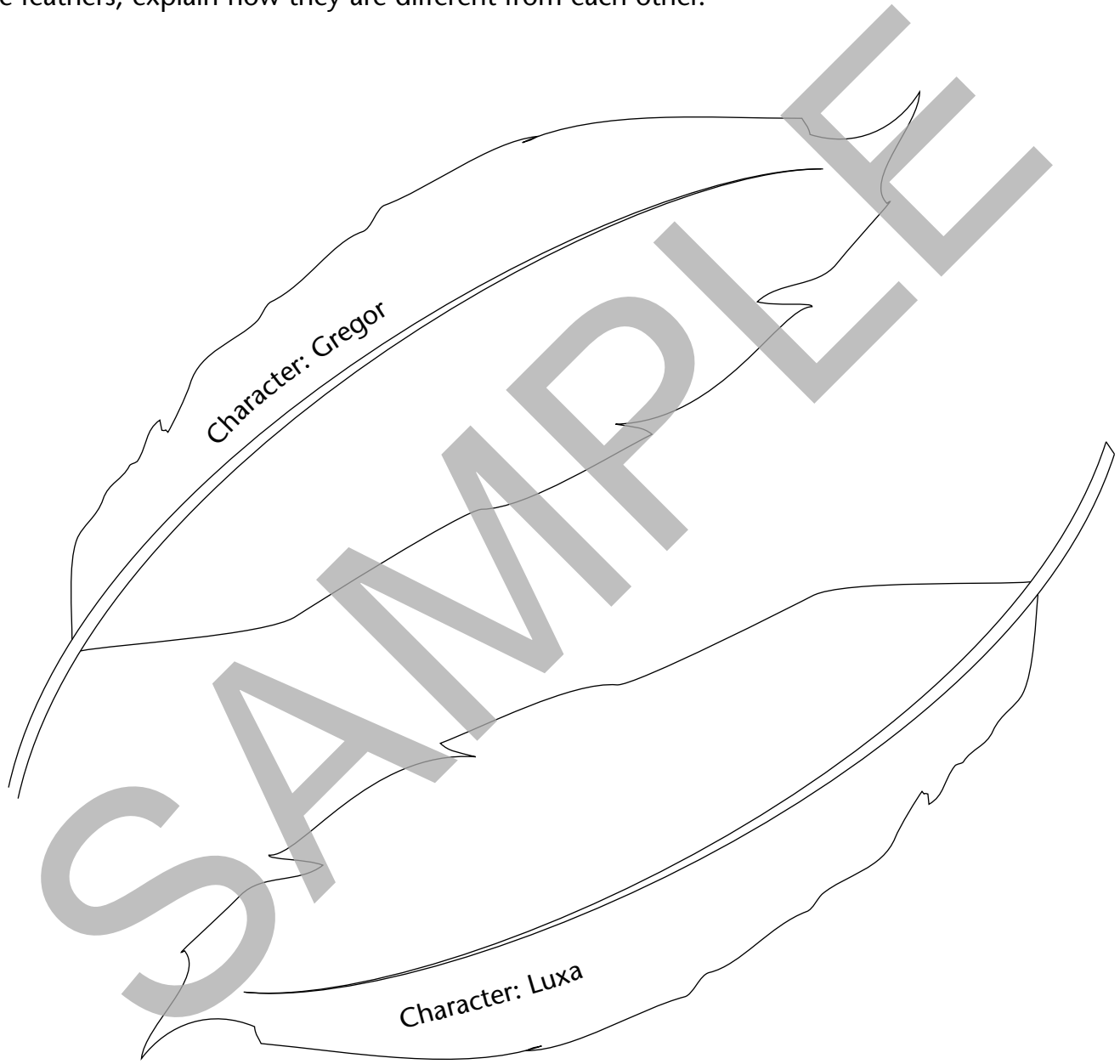
Needs	How Underlanders Meet Them
Food and Water	
Warmth and Shelter	
Security and Light	
Love and Companionship	
Mental Stimulation	



Name \_\_\_\_\_

### Flock Together

**Directions:** On each feather, explain how Gregor and Luxa are similar. On the lines below the feathers, explain how they are different from each other.



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