

# Curriculum Supplement

for

*The Whispering Fog*  
by Landra Jennings



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*Discussion questions and activities align with the Common Core State Standards and questions will fit into the ELA curriculum for grades 4 through 7.*

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## Discussion Questions

The following questions were created to supplement the reading of the book, *The Whispering Fog*, written by Landra Jennings. These questions are provided to aide in student discussions to deepen their understanding. These open-ended discussion questions are grouped to align with the chapters in the book and can be used in the classroom, in a variety of ways, to enrich the literature lessons:

1. Use selected discussion questions as an anticipation guide at the beginning of each chapter during a novel study led by the teacher.
2. Print questions and give to literature circle groups to aide in their group discussions.
3. Use selected questions to aide a student completing an independent study assignment.
4. Use selected questions to aide in classroom discussions during a read aloud session.

# Discussion Questions

## *The Whispering Fog*

### **Before Reading:**

1. Look at the cover of the book. Consider the title. What predictions can you make about the story? What part may a whispering fog play in the story?
2. What makes a story a fairy tale?

### **Chapters One and Two:**

1. Neve and Rose have moved and are now attending a new school and are “the new kids.” Have you ever been the ‘new kid’ at school or when joining a team or group? How did it feel? What did Neve mean when she said that the “kids (at school) were still deciding what they thought of them?”
2. What does Neve do with the cardboard boxes? Why?
3. Neve says her mom wants her to be more independent. What does it mean to be independent? Is it important for a person to be independent, why or why not?

### **Chapters Three and Four:**

1. Rose and Neve moved to the country with their mom, but Rose thinks the land looks blighted, or spoiled. What have you noticed in the story that makes you think there might be more going on there than just the usual countryside?
2. How does Neve feel now that Rose has turned thirteen?
3. How does Neve feel about telling her family about Piper’s sister that disappeared? What does she think will happen?

### **Chapters Five and Six:**

1. How does Rose feel about Neve being friends with Piper? Why?
2. Piper has done a lot of research and created a chart of all the missing girls in the area. What does Piper say is causing the girls to disappear?
3. Neve did not want her sister to go running by herself because she thought it was dangerous. Do you agree with Neve? Why or why not? Can you use events in the story to back up your opinion?

### **Chapters Seven and Eight:**

1. How do the adults react when Neve tells them how her sister disappeared? Why?
2. Why is it important to Neve to hold on to her sister’s running shoe?

# Discussion Questions Continued

## *The Whispering Fog*

### **Chapters Nine and Ten:**

1. What kind of person is the school bus driver? What were some details from the story that help you draw that conclusion?
2. Neve is trying to help in the search for her sister, but the adults will not listen to her ideas. What do you think Neve might do now?

### **Chapters Eleven and Twelve:**

1. How does Rose use memories of Neve when she is trapped in the box?
2. What does the strange boy tell Neve she must do?

### **Chapters Thirteen and Fourteen:**

1. After Neve reads the legal papers in her mom's purse, what is the painful secret she reveals?
2. What is the secret Rose has been keeping from her sister?

### **Chapters Fifteen and Sixteen:**

1. What does Sammy mean when he says, "The world is stranger than we think?"
2. How does Neve react when the dog brings Rose's other shoe? Why?

### **Chapters Seventeen and Eighteen:**

1. What was said that made Neve's mom maybe start believing in what Neve has been saying?
2. What effect does the fog have on Neve's parents and the other adults?

### **Chapters Nineteen and Twenty:**

1. Why is Piper being mean to Sammy when he is only trying to help Neve find Rose?
2. What do the children experience in their walk in the woods?

### **Chapter Twenty-one and Twenty-two:**

1. Why might Piper have such an enthusiastic interest in tomatoes?
2. What happened in the life of the woman in the swamp to make her so unhappy?

### **Chapter Twenty-three and Twenty-four:**

1. In what ways has Rose defended Neve?
2. Why was the woman in the swamp able to take Rose?

## Discussion Questions Continued

### *The Whispering Fog*

#### **Chapter Twenty-five and Twenty-six:**

1. Neve is told that to defeat the woman in the swamp she would need to face her deepest fear. What do you think her deepest fear might be?
2. Why was Neve able to be sent back to the present?

#### **Chapter Twenty-seven, Twenty-eight, and Twenty-nine:**

1. How did Neve and Rose change from the beginning of the book to the events in the cottage in the swamp?
2. The story ends with the words, "There was lots of room for growing things." This phrase could have multiple meanings. How does it apply to the characters in the story?

# Game Board

## *The Whispering Fog*

This activity is provided as an option for a culminating activity. Students can create gameboards after reading the book.

Example of a gameboard is included for clarification purposes of student assignment. These gameboards can be created on file folders for ease of gathering materials.

This gameboard assignment can be used for several grading possibilities, if needed:

- Students will need to write instructions on how to play.
- Visually appealing and designed gameboard.
- Text on the board and on the game-pieces must be written correctly.

Assignment: Students are to design a game that showcases all the story elements of *The Whispering Fog*. This includes title, author's name, setting(s), main characters, etc. Students and teacher can brainstorm necessary list for assignment purposes.



# Writing Activity

## *The Whispering Fog*

A way to encourage students with their own writing is to take the time to complete a word and phrase bank the students create on their own. This is incredibly beneficial for students who may need extra support in writing. The idea is to allow them to imagine themselves in the setting and create a list of words and phrases they can use when they begin to write their own stories.

### Steps:

1. Provide a drawing or picture that the students can keep in their writer's notebook (an outline drawing has been provided for you on page 8). Outline drawings are useful because kids can color, add in objects and animals, and make it more their own.
2. Using YouTube or other sources, play recordings of the swamp noises and images of the swamp for the students to listen to and watch. Students can color and add objects to their drawings during this time.
3. Students list all the objects they might see, hear, touch, etcetera, while in a swamp.  
Examples:
  - a. Tree branch
  - b. Alligator
  - c. Fog
  - d. Bird
  - e. Snake
4. Students go back and add an adjective to the beginning of each noun that they listed that could be used to describe the objects. Examples:
  - a. Brown tree branch
  - b. Large alligator
  - c. Wispy fog
  - d. Snow-white bird
  - e. Yellow snake
5. Students go back to list again and add a verb to each object. Examples:
  - a. Brown tree branch waves
  - b. Large alligator floats
  - c. Wispy fog creeps
  - d. Snow-white bird stands
  - e. Yellow snake slithers

## **Writing Activity Continued**

### ***The Whispering Fog***

These lists can be as long as desired. Lists can expand to include adverbs, phrases, etc. Students will be more engaged if this is begun as a whole-class chart and then allowed to work in groups or pairs to complete.

Once completed students have an entire word bank to pull from during writing.



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## Additional Activities

Classroom activities that can accompany the reading of the book, *The Whispering Fog*.

1. Design a box fort. Neve creates hideaways for herself in large packing boxes. Design a box fort for yourself. Make sure to include a list of what you would put in your fort.
2. Create polygon drawings. Neve and Rose's math class had geometric witches hanging around their classroom. Design and color a drawing using only polygons (remember: a polygon is a closed geometric shape, with straight lines).
3. Learn about tomatoes. Piper, Neve's friend, was very interested in tomatoes. What can you find out about tomatoes? Colors, sizes, history, uses, etc.
4. Make a wacky hat. The bus driver, Ms. Peterson, wore a different hat each day. Design and color a 'wacky hat' that she might wear when driving the bus.
5. Make a map. Piper and Neve use atlases and maps to help determine where they will search for Rose. Create a map of your hometown or a map of what you think the town in the story may look like. Include a compass rose and a key.
6. Create a diorama. Mrs. Katch lives in the middle of a swamp. Make a diorama of a swamp.