



The Whispering Fog by Landra Jennings Whole School Read



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Wand

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Enjoy this Whole School Read curriculum and we hope you find these resources helpful for you, your students, and your families while introducing them to the fantastical world of *The Whispering Fog*.

The activities align with Common Core State Standards and will fit into the following curriculum standards for grades 6-8.

Literacy RL 6.1, 6.3, 6.7, and 6.10

RL 7.1, 7.3, 7.7, and 7.10

RL 8.1, 8.3, 8.7, and 8.10

Speaking SL 6.1, 6.4, 6.5, and 6.6

Listening SL 7.1, 7.4, 7.5, and 7.6

SL 8.1, 8.4, 8.5, and 8.6

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Thank you to
this incredible
artist:





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Why a Whole-School read?

A whole-school read fosters a strong sense of community and enhances literacy by uniting students, teachers, and staff in a shared literary experience. It encourages critical thinking and empathy by addressing relevant themes and sparking meaningful discussions. This initiative creates lasting memories and promotes a positive school culture while also involving families and the broader community in the joy of reading. By engaging in this collective journey, you can nurture a love for reading and learning that will benefit your students for years to come.

*"A Whole-School Read Creates a Reading Community" - J Wilson, P Jewett, & M Vanderburg
The Middle School Journal*

Whole School Read Activity Guide

Activity guide for the whole school read of "The Whispering Fog" by Landra Jennings.

Overview of the Activities: The packet includes a diverse range of activities that can be easily integrated into classroom lessons, school-wide events, and family involvement initiatives. From discussion prompts and creative writing assignments to art projects and group performances, each activity is designed to cater to different learning styles, interests, and even different electives. So that every class and teacher can participate. These activities are flexible and can be adapted to fit the specific needs and schedules of your school.

Goals:

- 1.Enhance Literary Engagement:** To deepen students' understanding and appreciation of the book.
- 2.Foster Community:** To create a shared experience that brings students, teachers, and families together.
- 3.Encourage Critical Thinking:** To stimulate thoughtful discussions and reflections on the book's themes.
- 4.Promote Creativity:** To provide opportunities for students to express their interpretations through various forms of art and performance.

We hope these activities will enrich your whole school read experience and make it a memorable and impactful journey for everyone involved. Enjoy exploring "The Whispering Fog" and discovering the magic of reading together!

How to Hold a “Whole-School Read” with *The Whispering Fog*

1. **Create a planning committee.** Gather a group of interested teachers, parents, and community leaders to plan and put together a whole-school reading of the book, *The Whispering Fog*.
2. **Focus on the goal.** Everything planned should be with the purpose of celebrating reading AND uniting the school community with this shared project.
3. **Schedule the reading timeline.** Is there time during the day? Can children read at home? Will teachers do a read-aloud in their classrooms? When will this community-building event take place? Remember to factor in time for ordering the books and promoting the event with your community.
4. **Figure out logistics and assign jobs.** How will books be ordered? How will the books be paid for? Are companies donating to the total charge? Is grant writing part of this project? Make sure to list out jobs and write down which job is being done by which committee member.
5. **Plan the promotion of the event.** Parents and community members will need to be informed of this project. Students and teachers will benefit from an energetic presentation of the project as well. Discuss the main idea and theme of the story – We are all Connected. Detail how parents and families will be included in this whole-school read.
6. **Create resource packets.** Copy and put together the activities and suggestions included in this resource. Include the reading timeline you create in your committee.
7. **Present to teachers.** Present completed project details to the entire staff. Answer any questions. Give them ample time to plan for this project before having to implement it in their classrooms.
8. **Plan a whole school celebration.** Plan and schedule a school-wide event that will showcase what students have learned and created from the book in all the different classes, even elective classes.

Theme

In "The Whispering Fog," Ms. Jennings shows how the main character learns to trust herself and her friends, just like how plants and animals help each other in nature. The story teaches us that everyone is connected and that we need each other to grow and succeed. By working together and believing in themselves, the characters can overcome tough challenges. This idea is like the saying, "We are all connected; what happens to one affects us all," showing how important it is to support and trust one another.

Theme: We are all connected.

Whole School Activities:

School-wide Door Decorating Contest: Each classroom can decorate its door to celebrate the theme "We Are All Connected." Classrooms can compete to showcase the story's message of trust, friendship, and the interconnectedness of nature along with elements of the book *Whispering Fog*. Awards and recognition can be given for classes that show the most creative designs. (Flyer suggestions included).

Wacky Hat Day: In, *The Whispering Fog*, The school bus driver, Ms. Peterson is known for her collection of wacky hats. Hold an all-school wacky hat day and celebrate the creative designs that your students wear to school.

Flyer Suggestion – Door Decorating Contest

The Whispering Fog Door Decorating Contest!

Theme: We Are All Connected

Join us in celebrating the magic of *The Whispering Fog* by participating in our door decorating contest! Let's show how "We Are All Connected" through creative and captivating door designs.

Contest Details:

- Who Can Participate:** All classes and student groups
- What to Do:** Decorate your classroom door based on *The Whispering Fog* and the theme "We Are All Connected"
- When:** Start decorating on [Start Date]. All doors must be completed by [End Date].
- Where:** Throughout our school

Judging Criteria:

- Creativity
- Relevance to Theme
- Artistic Quality
- Student Involvement
- Use of Materials
- Overall Presentation

Prizes:

- Exciting prizes for the top 3 doors!
- Special recognition for the most creative and most connected designs.

How to Enter:

- Sign up your class by [Sign-Up Deadline] at [Location/Person to Sign Up]
- Make sure your door is completed and ready for judging by [End Date]

For more details, contact [Organizer's Name] at [Email/Phone]

"Together we can create magic and show how connected we truly are!"

Library and Media Center:

Bookmark Contest: Students create bookmarks to showcase their favorite scene from the book. The bookmark should emphasize the book and encourage others to read it. The addition of the theme in the design can earn extra points.

Book Cover Contest: Students create a book cover based on their own ideas after reading the story.

Contests Can be scored on:

Creativity: How original and imaginative is the design?

Relevance to the Book: How well does the cover represent the main themes, characters, and mood or feeling of *The Whispering Fog*?

Visual Appeal: Is the cover visually engaging and attractive? Does it catch the eye and make someone want to pick up the book?

Artistic Quality: How is the artwork? Are the illustrations and colors well done?

Clarity: Is the title of the book clear and easy to read? Is any other text, such as the author's name or a tagline, also clear?

Creativity in Title Presentation: How creatively is the title *The Whispering Fog* incorporated into the design? Does it add to the overall feeling?

Connection to Theme: How well does the cover convey the theme "We Are All Connected" if it's part of the contest's focus?

Overall Impression: What is the overall impression of the cover? Does it make a strong impact?

ELA Classrooms:

Comprehension Questions: Complete discussion questions as the book is read. Open-ended discussion questions, aligned with the chapters in the book, (for free on author website) can be used in the classroom in various ways to enrich the reading lessons.

Reader's Theater: Students can work together in groups to read and perform a reader's theater piece (one provided). Additionally, students can create and read their own Reader's Theatre performance of their favorite scenes in the book.

A guide to writing a Reader's Theater is included.

Social Sciences/History Classrooms:

Story Maps: Students work together to create maps of Etters, South Carolina, the fictional town that is the setting for *The Whispering Fog*. Student groups make sure to add in key features of a map AND important locations mentioned in the book (see map assignment page). Have students work together to create a scoring rubric.

Ecologically Friendly Cities: In *The Whispering Fog*, Neve and her friends design "Mutualistic City," a 3-D design of an ecologically friendly city. Students work together to create plans for their own ideas of an environmentally "green" city. Groups can create drawings or build models of their plans.

Map Assignment

Create a map for the story, *The Whispering Fog*:

1. Title and Author:

Clearly label the map with the title of the book and the author's name.

2. Map Title:

Give the map a title that reflects its purpose, such as "Map of Important Settings in *The Whispering Fog*".

3. Key Locations:

Identify and mark all significant locations mentioned in the novel, such as: Neve and Rose's House

The School

The Old Church

The Swamp

Mrs. Katch's House

4. Labels:

Clearly label each location with its name and a brief description if necessary.

5. Legend/Key:

Include a legend or key that explains any symbols or colors used on the map.

6. Compass Rose:

Add a compass rose to indicate directions (north, south, east, west).

7. Illustrations:

Use drawings or symbols to represent different locations, adding visual interest to the map.

8. Neatness and Creativity:

Map is neat, well-organized, and creatively designed.

Science Classrooms:

Swamp Environments: The story of *The Whispering Fog* is set in a small southern town near a large swamp. Students can investigate the food chains and symbiotic relationships of nature that are found in a swamp ecosystem.

Symbiosis: Symbiosis and the importance of interactions is a recurring theme in *The Whispering Fog*. Students can research the different types of symbiosis. Then, connecting it back to their school and community, explain how their school community and classmates are examples of symbiosis and how they are all connected.

Math Classrooms:

School Garden: Students work together to create plans for building and planting a school garden. Plans can include 3D renderings, plotting (area), and price lists for the different sections, such as building materials needed, labor, tools, and plants. Students can be challenged with keeping plans within a certain budget or even developing a plan to generate revenue for the garden.

Schoolyard Habitat: In *The Whispering Fog*, Neve and her friends design “Mutualistic City,” a 3-D design of an ecologically friendly city. Design a schoolyard habitat that would support the local plant and wildlife, such as the birds, bees, and flowers. Plans can be drawn up and budgets created. Habitat designs can be presented to the students, administration, and local community members.

(Sample Habitat Plan and Checklist Included)

Schoolyard Habitat Checklist

1. Planning:

- ☐ Choose a suitable area in the schoolyard.
- ☐ Draw a simple map of the schoolyard.
- ☐ Identify and label existing features (trees, playground, paths).

2. Research:

- ☐ Research native plants suitable for the habitat.
- ☐ Learn about local wildlife that can be supported by the habitat.
- ☐ Find out the needs of the wildlife (food, water, shelter).

3. Design:

- ☐ Plan different zones (butterfly garden, bird sanctuary, etc.).
- ☐ Sketch out where each zone will go on the map.
- ☐ Create a legend with symbols for plants, water features, etc.

4. Materials:

- ☐ List the plants needed for each zone.
- ☐ List additional materials (birdhouses, feeders, benches).
- ☐ Estimate costs and prepare a budget.

5. Planting:

- ☐ Prepare the soil in each zone.
- ☐ Plant native plants according to the plan.
- ☐ Install additional features (birdhouses, feeders).

6. Maintenance:

- ☐ Water the plants regularly.
- ☐ Weed and remove any invasive species.
- ☐ Refill bird feeders and clean birdhouses.
- ☐ Monitor the health of the plants and wildlife.

7. Education:

- ☐ Create signs to label plants and features.
- ☐ Prepare information boards about the habitat and its importance.
- ☐ Plan activities for students to engage with the habitat (observation, journaling).

8. Involvement:

- ☐ Involve classmates in planting and maintenance.
- ☐ Share progress with teachers and parents.
- ☐ Organize a tour or presentation to explain the habitat.

Schoolyard Habitat Plan Outline Map

1.Title:

1. [Schoolyard Habitat Plan]

2.Key Areas:

1. Existing Features:

1. School Building
2. Playground
3. Pathways
4. Trees (existing)
5. Fences

3.Habitat Zones:

1. Butterfly Garden
2. Bird Sanctuary
3. Pollinator Garden
4. Pond Area
5. Native Plant Area
6. Outdoor Classroom

Tips for Students:

- Butterfly Garden:** Draw flowers and label them.
- Bird Sanctuary:** Draw birdhouses and trees.
- Pollinator Garden:** Draw various flowers and label them.
- Pond Area:** Draw a small pond with water plants around it.
- Native Plant Area:** Draw and label native plants.
- Outdoor Classroom:** Draw benches and a small area for sitting.

4.Legend:

1. Symbols for plants, water features, birdhouses, benches, etc.

Schoolyard Habitat

School Building

Existing Trees

Play Area
Outdoor
Space

Native Plant Area

Pathway

Pollinator
Garden

Bird
Sanctuary

Pond
Area

Art Classrooms:

Landscapes: The story of *The Whispering Fog* is set in a small rural, southern town that is “remote” and, according to Jody, is “cursed.” Allow students to design landscapes that generate the feelings portrayed in the book. Feelings such as blighted, forgotten, creepy, and remote. Stress the importance of color in helping to generate a mood or feeling. Landscapes can be displayed in the hallways for others to enjoy.

Puppets: Students can make puppets of their favorite characters in *The Whispering Fog* and reenact their favorite scenes from the book. Students can also create the backdrops and props needed. Puppet shows can be performed for other classes and parents.

(Assignment and scoring suggestions added)

Performing Arts Classrooms:

Performances: Students work together to create and perform a favorite scene from the book, *The Whispering Fog*. (A Readers Theater scene and instructions for writing their own scene is included).

Sound effects, backdrops, and props can also be included as part of the fun. Work together with the band and orchestra classes to create the music for the specific scenes.

Allow students to perform their scenes for classmates and school administration.

A Puppet for *The Whispering Fog*

Objective: Create a puppet of your favorite character from *The Whispering Fog* to help bring the story to life.

Share Your Puppet:

Bring your puppet to class and be ready to share it with your classmates. Tell them about your character and why it is your favorite. You can even act out a scene from the book!

Due Date: [Insert Due Date]

Evaluation:

- Creativity and effort
- Neatness and attention to detail
- Presentation to the class

When evaluating a puppet created for *The Whispering Fog*, consider the following criteria:

1.Character:

- Does the puppet clearly represent a specific character from the book?
- Are key features and details of the character added?

2.Creativity:

- Is the puppet design imaginative and original?

3.Effort and Craftsmanship:

- Is the puppet neatly constructed with attention to detail?

4.Use of Materials:

- Are various materials (paper, fabric, yarn, etc.) used effectively to create the puppet?

5.Color and Design:

- Is the puppet colorful and visually appealing?

6.Functionality:

- Is the puppet easy to hold and manipulate?
- Does the puppet have moving parts or interactive features?

7.Presentation:

- Is the student able to confidently share their puppet with the class?
- Does the student explain the character and demonstrate how the puppet works?

8.Connection to the Story:

- Does the puppet reflect elements of the story *The Whispering Fog*?
- Are any significant scenes or traits from the book incorporated into the puppet?

Technology/Computer Sciences Classrooms:

Book Trailers: Students create trailers for the book, *The Whispering Fog*. Students can air trailers on school broadcasts of the morning news or announcements. Classmates can be asked for feedback or even vote on favorites.

Special attention can be given to creating the correct mood and suspense found in the novel. Additionally, incorporating the “We are Connected” theme.

Film Scenes: Students can act out a favorite scene and film it. Special effects can then be added to uploaded scenes.

Foreign Language Classrooms:

Reader’s Theater: Students work together to create and perform a favorite scene from the book, *The Whispering Fog*.

A Readers Theater scene and instructions for writing their own scene is included. Sound effects, backdrops, and props can also be included as part of the fun.

Once the scene is chosen and written, students work together to translate the script into another language. Groups then perform their scenes for other classmates.

*For added fun, work with other foreign language classes, select the same scene but recreate in different languages.

Band and Orchestra Classrooms:

Soundtrack: Students create music for select scenes from the book. Music can be spooky, creepy, or suspenseful. This musical backdrop would enhance the atmosphere of the scene, making the foggy, mysterious setting come alive for the audience.

Special attention can be given to creating the correct mood and suspense found in the novel. For example: A band student could use a violin for eerie screeching, a flute for haunting melodies, a drum for soft, ominous beats, and a keyboard for ghostly, wavering sounds to create a spooky scene from the book.

PE and Gym Classrooms:

Team Building: Use team-building activities to demonstrate how Neve and her friends worked together to save Rose in *The Whispering Fog*. For example, students could participate in activities where they must rely on each other's strengths, just as Neve leaned on her friends to rescue her sister, which shows the importance of collaboration and support in achieving common goals.

Ideas for Team Building Activities have been included.

Team Building Activities

1. Hula Hoop Pass:

- Objective:** Students must pass a hula hoop around a circle without letting go of each other's hands.
- How to Play:** Have students form a circle and hold hands. Place a hula hoop over one person's arm. The group must work together to pass the hula hoop around the circle without breaking the chain of hands.

2. Human Knot:

- Objective:** Untangle the group without letting go of each other's hands.
- How to Play:** Students stand in a circle and reach across to grab the hands of two different people. The group must communicate and work together to untangle themselves into a circle again.

3. Hula Hoop Relay:

- Objective:** Move from one end of the gym to the other while staying within hula hoops.
- How to Play:** Divide the students into teams. Each team gets two hula hoops. The team must move from one side of the gym to the other by stepping into the first hula hoop, then moving the second hula hoop in front and stepping into it, and so on. They must always stay within a hula hoop and work together to move efficiently.

4. Pipeline:

- Objective:** Transport a small ball or marble through a series of connected tubes to a designated target.
- How to Play:** Give each student a short piece of pipe or tube. The team must work together to form a continuous pipeline to transport the ball or marble from the starting point to the target without dropping it.

5. All Aboard:

- Objective:** Fit the entire group onto a small platform or within a confined space.
- How to Play:** Use a mat, taped-off area, or several hula hoops placed closely together. The group must strategize and balance to fit everyone into the space without stepping out.

6. Magic Carpet:

- Objective:** Flip a large mat or tarp over without anyone stepping off it.
- How to Play:** Place a large mat or tarp on the ground. The entire group stands on it and must work together to flip it over without anyone stepping off.

Parent and Community Involvement:

Activities: Involving parents and community members in a whole school read of *The Whispering Fog* can enhance the experience and build a supportive reading culture. Here are some ideas:

1. Family Reading Nights:

- Host events where families come together to discuss chapters of the book. Include book-themed games or discussions.

2. Community Reading Volunteers:

- Invite community members to read aloud to classes or participate in book discussions. They could also help with organizing related events.

3. Author Q&A or Virtual Meet-ups:

- If possible, arrange for the author of *The Whispering Fog* to have a virtual or in-person Q&A session with students, parents, and community members.

4. Themed Events and Celebrations:

- Plan book-themed events such as costume days, where everyone dresses up as characters from the book, or organize a school-wide celebration with activities related to the story.

5. Reading Logs and Challenges:

- Create a reading log for students and their families to track their progress. Offer incentives or rewards for meeting reading goals, encouraging family involvement.

6. Interactive Workshops:

- Hold workshops where students and parents work together on creative projects related to the book, such as making puppets or creating dioramas.

7. Community Art Displays:

- Collaborate with local businesses to display the artistic creations done by the students and families during the whole-school read.

How to Write Your Own Reader's Theater Script

For *The Whispering Fog*

1. Choose Your Favorite Scene from the Book

- Pick a scene from the book that you really like and think would be fun to act out.
- Try to choose a scene that has a few characters in it
- Example:
 - Neve and Rose sitting with their group of friends in the cafeteria or on the bus.
 - Neve, her parents, and the police officers after Rose is missing.

2. Identify the Characters

- Write down the names of all the characters in the scene. Each character will need their own lines.

3. Set the Scene

- Describe where the scene takes place. Is it on the school bus, at school, or in the middle of the creepy forest? Write a few sentences to help everyone understand the setting.

4. Write the Narrator's Part

- The narrator tells the story and describes the actions. Write what the narrator will say to explain what's happening in the scene.

- Example:

Narrator: Twilight was turning to dusk as Neve, Sammy, and Piper walked the road beneath the towering pines.

Sammy: (holding a flashlight) "Good thing I brought this!" (shining it ahead)

Narrator: Sammy lit the way. He was the only one who'd thought to bring a flashlight. They left the bike and skateboard behind since even if they'd had more light; the road was too rocky and uneven for riding.

5. Write the Dialogue

- Write down what each character says. Use quotation marks (“ ”) to show when someone is talking.

- Example:

Neve: “What? You did something to them? What did you do to them?”

Dwarf: “Let us just say that they await you eagerly.”

Neve: (pointing to the hedge). “You had better not hurt my friends.”

6. Add Stage Directions

- Stage directions tell the actors what to do. Put these in parentheses.

- Example:

Sammy: (pointing with the flashlight) “Look at that!”

7. Read Through Your Script

- Read the script out loud with friends or classmates. Make sure it sounds good and everyone knows their lines.

8. Make Any Changes

- If something doesn’t sound right or is confusing, fix it. It’s okay to make changes to improve your script.

9. Practice Acting It Out

Practice your script several times. Use your voice and actions to bring the story to life.

10. Perform for an Audience

- When you’re ready, perform your reader’s theater for your class or family. Have fun and enjoy bringing *The Whispering Fog* to life!

Readers Theater Script: "The Whispering Fog"
by Landra Jennings

Characters:

- Narrator
- Neve
- Sammy
- Piper

Setting: Piper and Sammy meet Neve at the old church and, following clues left on an old statue in the cemetery, find their way down to an old country road looking for Neve's sister, Rose.

Narrator: Twilight was turning to dusk as Neve, Sammy, and Piper walked the road beneath the towering pines.

Sammy: (holding a flashlight) "Good thing I brought this!" (shining it ahead)

Narrator: Sammy lit the way. He was the only one who'd thought to bring a flashlight. They left the bike and skateboard behind, since even if they'd had more light, the road was too rocky and uneven for riding.

Piper: (looking around) "This place feels eerie, don't you think?"

Neve: "Yeah, but we need to keep moving."

Narrator: When they walked around the next bend, Sammy's flashlight caught a house. Or what used to be a house.

Sammy: (pointing with the flashlight) "Look at that!"

Narrator: Moss covered the windows and the brick chimney looked like it had been smashed with a giant fist. The house was slumped over as if it were sinking, the ground devouring it.

Piper: (whispering) "What happened here?"

Neve: (in a hushed tone) "I don't know, but it gives me the creeps."

Narrator: A baby doll, grimy and ancient looking, lay on the drive. Its blue eyes stared at them.

Neve: (glancing at the doll) "I guess no one lives there."

Sammy: (shuddering) "Spooky. I'm sure not touching that."

Piper: (rolling her eyes) "It's just an old toy. And no one asked you to touch it."

Sammy: (defensive) "Come on, you've got to admit that's spooky."

Neve: (nodding) "It is spooky."

Piper: "There are spookier things ahead, I bet."

Narrator: They quickly passed the doll. Then Sammy flashed the light behind them.

Sammy: (worried) "Maybe not."

Narrator: The doll seemed to be watching them.

Neve: (nervous) "Did that doll... turn? It was facing the other way before. It was!"

Sammy: (alarmed) "You're right!"

Narrator: They watched it for a full minute while Neve's heart thumped in her chest. It didn't move. *Of course*, it didn't move.

Piper: (accusingly) "You're just trying to scare us."

Sammy: (defensive) "Me? I've been walking with you the whole time. You would have seen me if I moved that doll."

Narrator: They continued on, walking single file as the road narrowed even further. Sammy first, with the light, then Neve, then Piper. The trees were noiseless and still, the feel of them stifling. Sammy kept flashing the light into them, looking for that shrunken-up man they had seen earlier, though he didn't mention it.

Piper: (pointing) "Look at that pothole, it looks just like the same one we passed ten minutes ago."

Neve: (doubtful) "It can't be."

Narrator: Sammy put the light on it.

Neve: "We would have known if we were walking in circles."

Sammy: (confused) "Wonder how long we've been... That's weird, the clock on my phone isn't working either."

Narrator: Scratch-scratch. The sound came from behind them. Neve froze.

Neve: (whispering) "Are you doing that?"

Sammy: (swinging the flashlight around) "Not me."

Narrator: The road was bare and empty, covered in shadows.

Piper: (concerned) "Should we go back?"

Neve: (incredulous) "Back toward the sound?"

Piper: (determined) "Go on the offense. Surprise it."

Neve: (nervously) "It?"

Narrator: Neve stared at the road behind. She suspected they were all imagining the doll following them, creeping along the ground with those little arms, though she didn't want to say it aloud. Nothing revealed itself, and the sound didn't come again. They calmed down and started walking again, determined to find Rose.