

Using

The Whispering Fog

By Landra Jennings

Teaching Tools for Story Engagement



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Wand

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Enjoy this supplemental curriculum and we hope you find these resources helpful for you and your students while introducing them to the world of *The Whispering Fog*.

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

Examples:

Common Core Alignments: (Using questions and writing activity included)

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

Content created by K B Nelson Ed. S; M. Ed.

Comments? Questions?

Let's Connect. Find me at Help Writers Grow.

Kinla



Thank you to
this incredible
artist:



Ideas to Engage with the Story

Analysis

Analyze the Story

Use post-its to mark 'helpful clues' in the text.

"I know..." use evidence from text to back up statement.

'Now, I think I know...' use Inferences to explain your position

Visualizing

Picture the Scene

Have students close their eyes and listen to a scene described in the story.

Without talking, students open their eyes and can quickly sketch the scene that appeared in their minds. Then compare sketches and look for commonalities.

Timeline

Create a plot diagram using the timeline of a story.

Write a plot diagram on chart paper. Use post-its to add essential events in the story.

Students can complete in small groups and compare diagrams.

T-Chart Predictions

Analyze Predictions

Create a three-column chart.

At the beginning: students make predictions with post-its.

At midpoint of story: students revisit predictions and change as necessary

End of story: students analyze predictions and discuss thinking

Ideas to Engage with the Story

Investigate

Investigative Reading

"Can you find the trick?"

Give the students a trick that the author may have used and let them be on the watch for it during their reading sessions.

After reading, discuss how often this trick may have been used in this story.

Journaling

Make Connections

Have students write a reading response journal entry to a particular part of the book.

Remember: journal entries can be how a part of the story made them feel or any connections that were made with the text.

Discussion

Hold a group or class discussion about key elements noticed in the book.

What surprised the reader?

What events would the reader want to end differently?

When did a character act differently than what you expected?

Compare and Contrast

Discover the differences in seeing and hearing

Divide the class into two groups. *Allow one group to listen to a section of the book while the other group reads the passage for themselves. Take notes on the important events in the story.*

Complete into pairs to complete a Venn Diagram on what you noticed.

Analyze the Story

Analyzing a story means looking closely at what happens in the story, why it happens, and how it makes us feel or think. It's like solving a puzzle to understand the characters, plot, and deeper meanings behind the words.

While reading, *The Whispering Fog*, you can look for helpful clues that help you figure out what is happening in the story. Fill out the boxes below to help guide your thinking. (example given).

<p>Event that happened:</p> <p><i>Pg. 29 Neve feels like she is being left behind.</i></p>	<p>I know:</p> <p><i>I know what it feels like to be upset when things in life start to change.</i></p>
<p><i>Evidence from text:</i> <i>Her sister is wearing makeup –she isn’t. Her sister is in different clubs at school and more tennis lessons.</i></p>	<p>Now I think I know:</p> <p><i>Neve needs to learn to depend on herself and realize that things can change but it doesn’t mean you’re not loved.</i></p>

<p>Event that happened:</p>	<p>I know:</p>
<p>Evidence from text:</p>	<p>Now I think I know:</p>

<p>Event that happened:</p>	<p>I know:</p>
<p>Evidence from text:</p>	<p>Now I think I know:</p>

Visualizing

Visualizing the story means using your imagination to create pictures in your mind of what's happening as you read. It's like watching a movie inside your head, where you can see the characters, settings, and events come to life.

Read the following excerpt from the *Whispering Fog*, then sketch a picture of the image that appeared in your mind as you read.

(page 17): As the nearly empty school bus rattled along the country road, Never looked out over the open fields and abandoned houses and thought about what piper had said. It was pretty remote here. There was an old Shell gas station, the pumps removed. The water tower, eaten by rust and kudzu; someone had spray painted Reed loves Bianca on it and then crossed it out with a big red X. And the white church with a picket fence around it. Clearly, no one went to services there. Plywood covered the windows and weeds had spread through the walkways and the small graveyard.



Timeline

Understanding a story's timeline is like putting events in order from beginning to end, just like following the steps of a recipe or a journey on a map. It helps us see how things happen over time and how they connect to each other.

In the squares below, write the six most important events from *The Whispering Fog*.

Be ready to add them to the story's plot diagram.

Timeline

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In the squares below, write the six most important events from *The Whispering Fog*.

Be ready to add them to the story's plot diagram.

These are sample answers – many responses may be different and this can create richer discussions in the classroom.

<i>Neve, Rose, and their mother move out to the country to start a new life.</i>	<i>Neve and her friends go out searching for her sister.</i>
<i>Neve learns that other girls have disappeared and are never seen again.</i>	<i>Neve rescues Rose from the witch.</i>
<i>Rose is taken by the fog, right in front of Neve.</i>	<i>Neve learns that she is stronger than she thought.</i>

Predictions

Making predictions during a story is like guessing what might happen next based on clues from the text or what you already know. It's like being a detective, using the information you have to make educated guesses about the story's future.

As you read *The Whispering Fog*, use the chart below to keep track of your predictions and how they might change as you read.

Beginning of Story As you look at the book cover and title and begin to read the story, stop and make some predictions about what you think might happen in the story.	Mid-Point of Story Stop in the middle of the story (end of chapter 13) and review the predictions you made when you started reading. Has your thinking changed? Do you need to make more predictions?	End of Story Evaluate your predictions. How did you do? Did the story's ending surprise you in any way? Did you need to change your predictions as you read? Circle the predictions that you are most proud of and shows excellent thinking.
	-7-	

Investigate

An author's tricks or craft are like special tools to make their writing more exciting and engaging, such as using descriptive language, creating suspense, or adding unexpected plot twists. It's like a magician performing tricks to entertain and surprise the audience.

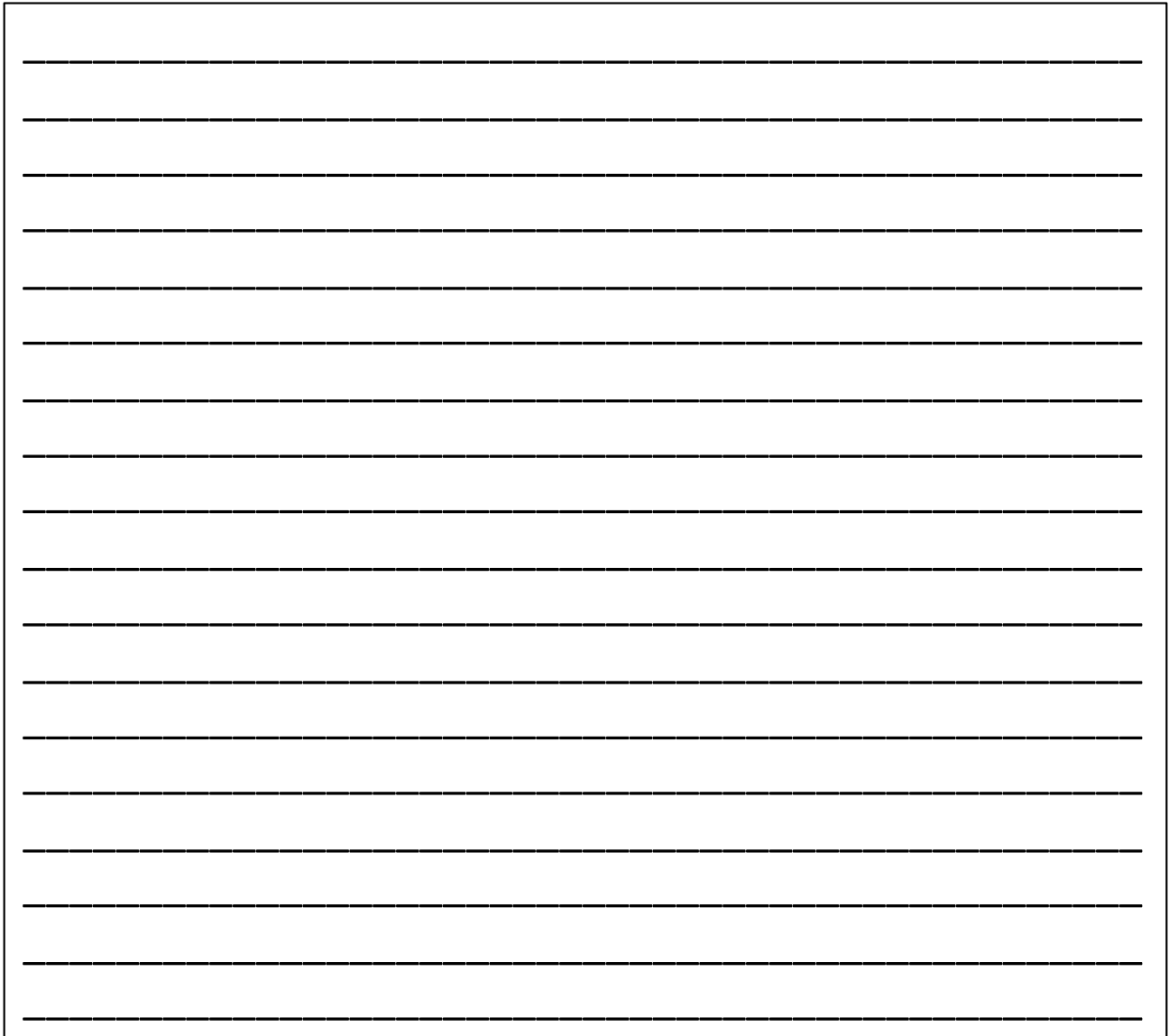
Be a book detective. Can you find examples in *The Whispering Fog*?

In <i>The Whispering Fog</i> , the author uses strange coincidences to entertain you. Can you find a time in the story that had a strange coincidence?	I found it! It is: (give page number and surrounding sentences)
In <i>The Whispering Fog</i> , can you find a time when a character behaved in an unexpected way?	I found it! It is: (give page number and surrounding sentences)
In <i>The Whispering Fog</i> , the author uses foreshadowing to create an atmosphere of suspense in the story. Can you find an example of foreshadowing?	I found it! It is: (give page number and surrounding sentences)
What other surprising tricks did the author use to move the story along? Can you find more than one example?	I found it! It is: (give page number and surrounding sentences)

Journaling

A reading response journal entry is like a personal letter you write to the book you're reading. You can share your thoughts, feelings, and questions about what happened in the story.

Write a reading response journal entry in the space provided. You can write at the end of the story or any time during the reading when the events of the story spark your interest.

A large rectangular box with a black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a space for a reading response journal entry.

Discussion

Book discussions with others are meaningful because they help you understand different perspectives, learn new ideas, and deepen your understanding of the book. They also improve your communication skills and encourage critical thinking.

Use the following questions to hold a book discussion with your classmates after reading the story, *The Whispering Fog*.

1. What was your favorite part of *The Whispering Fog* and why?
2. Did any character remind you of someone you know? How?
3. What do you think the author's message or theme of the book is?
4. If you could change the ending of the book, what would you do differently?
5. Which character did you admire most, and why?
6. Was there a time during the reading of *The Whispering Fog*, when a character acted differently than you were expecting?

Compare and Contrast

The Difference of Reading and Listening

Comparing and contrasting the differences between reading a story and listening to it helps you understand how different formats affect your experience and comprehension of the story.

Together with a classmate, each of you either read or listen to the same section of the book. Afterwards, write down the key points of what you remember. Use the key points to complete a Venn Diagram comparing and contrasting your results.

