



Study Guide:

Zephyr Stone and the Moon Mist Ghost

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All of the questions for each chapter reinforce **Reading Comprehension**. Some questions also relate to other skills and subjects such as **History**, **Geography**, **Language Arts**, **Science**, **Social Studies**, **Life Skills**, and **Social Science**, and are labeled accordingly.

*There are 20 **Enrichment Activities** including those related to **History**, **Geography**, **Language Arts**, **Science**, **Social Studies**, **Life Skills**, **Social Science**, **Arts/Crafts**, and **Cooking** (a **Life Skill**, which involves **Science**, and **Math** for a successful and delicious outcome!)

Educators—Feel free to adjust the questions and activities to best meet the needs of your students.

Chapter 1, B. G.

1. What does “B. G.” stand for?
2. How old is Zephyr?
3. Where does Zephyr’s Grandma June live? (**Geography**)
4. What is Zephyr’s dog’s name? What breed is he?
5. Who is Zephyr’s best friend?
6. Where does Zephyr live? What body of water does she live by? (**Geography**)
7. What does Grandma June call Zephyr’s freckles?

***Geography** Activity:

Locate the answers to #3 and #6 on a map. How far are these places from each other? Locate your home area on the map. How far are #3 and #6 from your home? How long would it take to drive to each from your home—or if you do not live in the Western Hemisphere, how long would it take you to fly? (You can use a resource such as <https://www.mapquest.com/directions> for Western Hemisphere information and <https://www.travelmath.com/flying-time/> for flight distance and time)

Chapter 2, The Moon Mist

1. What did Zephyr see, first, when she opened the kitchen door?
2. What did Sam do as soon as Zephyr opened the door?
3. What did Zephyr think she saw when she pulled her foot from the ankle-deep mud?
4. What did Zephyr do to try to calm herself? Who taught her how to do it? (**Life Skills**)
5. Besides calling Sam, what did Zephyr do to try to get his attention? Why? (**Science**)
6. When Zephyr was a little girl, what story did Grandma June tell her about cypress knees? What actually are cypress knees? (**Science**)

***Life Skills** Activity:

Try out Zephyr’s calming technique. How did it make you feel?

Chapter 3, The Ghost

1. What was the name of the lake inside the swamp? (**Geography**)
 2. What did Zephyr see coming toward her through the mist? Describe what she saw when it came closer.
 3. What was the name of the Native American tribe to which the ghost belonged? (**Social Studies**)
 4. In what year did the ghost marry?
 5. How old was her child when she lost sight of him? What was his name?
 6. What was the ghost’s name?
- (*Activity on next page...)

***Geography and Arts/Crafts** Activity:

Regarding question #1—Locate the lake on a map, and draw or paint a picture of what Zephyr saw there.

Chapter 4, Scam

1. The ghost must be at peace by the time of a certain full moon or she will be doomed to search the swamp forever with no one's help. What name did she call the moon?

(**Science/Social Studies**)

2. What animal was in the canoe with the ghost?

3. What happened when Sam saw it?

4. What kind of bird lead Zephyr back to her Grandma's house? (**Science**)

Chapter 5, Telling Grandma

1. How does Grandma June think she lost some of her hearing?

2. What is a moon mist?

3. What was the name of the current moon? What month was it?

(**Science/Social Studies**)

4. What did Zephyr get from her room to show her grandma?

5. Who did Grandma June look for on moon mist nights?

Chapter 6, Lizards and Turtles and Bears, Oh My!

1. In what month is the Beaver Moon? (**Science/Social Studies**)

2. Why did Grandma June think "Scam" was an appropriate name for Zephyr's "cat-dog"?

3. Where did Zephyr and Grandma June go to find out more information about the tribes who used to reside nearby?

4. Regarding question #3, what taxidermized animals were on display, and how were they obtained? (**Science**)

***Science and Social Studies** Activity:

Research the Native American names for each moon of the year. What is the name of the moon for the month you are currently in? What is the meaning behind each moon?

Chapter 7, The Lady of the Lake

1. What was the name of the man who wrote a poem about the legend of the Great Dismal Swamp? When did he write it? What was his native country? (**Language Arts/History**)
1. When did Native Americans first inhabit the Great Dismal Swamp? (**History**)
2. What were some of the Native American tribes that resided in the Great Dismal Swamp in the 1700s? (**History**)
3. What other group of people settled inside the swamp? What was the Underground Railroad? (**History**)
4. Where did Mr. White teach?

***Language Arts** and **Arts/Crafts** Activity:

Read the entire poem: "A Ballad: The Lake of the Dismal Swamp" and draw or paint a picture about it or construct a collage from found pictures and words from magazines or printed from the internet.

The poem may be found on the internet on sites such as:

<https://www.poetryfoundation.org/poems/44780/a-ballad-the-lake-of-the-dismal-swamp>

Chapter 8, The Professor and his Ragdoll

1. What kind of pie did Grandma June and Zephyr bring to Mr. White?
2. What was the name of Mr. White's cat? What breed was the cat?
3. What did Mr. White mean by "OBS"?

***Cooking** Activity:

With an adult or older teen's help, bake an apple pie to share with family and friends. Use any recipe you like. The recipe for "Grandma June's Caramel Apple Pie" is on the author's website: <https://www.kathrynlouisewoodauthor.com/recipes/>

Chapter 9, The White Flag of Surrender

1. What memorial does Zephyr pass by on her way to school each day?
(**History/Geography**)
2. What does the name, “Hamish,” mean? Why is it a good name for Mr. White’s cat?
(**Language Arts**)
3. How many acres does Lake Drummond cover? How deep is it in most places? What is its greatest depth? (**Geography**)
4. What was the Native American legend about how Lake Drummond was formed?
(**History/Social Studies**)
5. In the Native American legend, what kind of deer was the Chowan hunter looking for?
(**History/Social Studies**)

***Language Arts** Activity:

Setting your scientific knowledge aside, write down your own make-believe legend. Some ideas: why trees lose their leaves in the fall, or why birds can fly, or how zebras got their stripes, or why some dogs bark but others howl, or why snakes smell with their tongues...the sky’s the limit. Use your imagination and have fun!

Chapter 10, Down the Deer Path

1. As they were leaving Mr. White’s house, what did Grandma June ask him?
2. What was the white figure that Zephyr saw along the deer path?
3. What did Zephyr see behind the picket fence?
4. Why did Zephyr run back to the deer path?
5. Describe what Zephyr saw inside a hollow tree stump on the path. What did she think it might be?

***Science** Activity:

Regarding the answer to #2: Have you ever seen one? Do they live in your area? Research and write a short report about it with such facts as its habitat, diet, vocalization, and anything else you find interesting. Include a photograph or illustration of it. (You may draw or paint one, yourself!) A good online resource is <https://www.allaboutbirds.org/guide/search>

Chapter 11, Clem and Hiram

1. What did Zephyr actually find in the hollow tree stump on the deer path?
2. Describe the clothing that the two men were wearing.
3. What were the men's names? Which one lost a button?
4. What were the men searching for?
5. What did Zephyr think the men might be?
6. What happened to Zephyr when she stepped on a slippery log?

Chapter 12, Twisted

1. Describe the two kinds of hauntings that Grandma June explained to Zephyr. What "flavors" did she give them?
2. Which kind of haunting involved the ghost in the moon mist, and which kind involved the men on the deer path?
3. What did Grandma June suggest that Zephyr do with the button?
4. How did Grandma June help Zephyr get to her bedroom?

Chapter 13, Back to Reality...Sort Of

1. How much time did Zephyr have to solve the mystery?
2. Did Zephyr and Grandma June plan to tell Zephyr's parents about the strange occurrences? Why or why not?
3. What was the name of the ringtone that Zephyr had assigned to Lorie's calls?
4. Who was Lorie going to dress as for Halloween? Who was Zephyr going to dress as?
5. What was the name of the boy who Zephyr thought might tease her about her costume?
6. What was the school bus driver's name?
7. Who did the driver call on to help Zephyr get onto the bus with her injured ankle?

***Social Science** Activity:

What ringtone songs or sound effects might you assign to some of the people you know and why? (For example, the author has assigned the sound of a barking dog to her daughter's calls because her daughter loves dogs and has a very large one.)

Chapter 14, Clues From Mrs. Creadle

1. Since she couldn't participate in physical education because of her twisted ankle, where did Zephyr choose to spend the time?
2. What kind of website did Mrs. Creadle suggest that might give Zephyr some clues to solve the mystery of the ghost's missing child? What did Mrs. Creadle think Zephyr might find that would help? (**History/Social Studies**)
3. Why did Mrs. Creadle have trouble tracking down the names of some of her own ancestors? (**History/Social Studies**)
4. What name surprised Zephyr when she researched her Grandpa Charlie's name?

***History** and **Social Studies** Activity:

Research the origin of your last name (surname.) From which country did it originate? Does it have a meaning back in time? (For example, the name "Smith" comes from the old Anglo-Saxon word, *smitan*, which means "to smite or strike" and was used as an occupational name for a person who worked with metal, such as a blacksmith.)

Chapter 15, Big Bird and Cold Tamales

1. What did Zephyr and Lorie have for lunch?
2. What did Lorie say to Luke when she saw him watching Zephyr make her way across the cafeteria with crutches?
3. What did Zephyr ask her mother for?
4. Regarding the answer to #3, Zephyr told her mother part of the reason she wanted it, but why didn't she tell her the whole reason?

Chapter 16, Climbing the Family Tree

1. How long did Zephyr have to use the genealogy site at home?
2. What does the word "esoteric" mean? (**Language Arts**)
3. Zephyr found a census record on the genealogy site that listed her great-great-grandfather, Amos Stone. What was his occupation?
4. What was the Virginia town nearest to the Great Dismal Swamp? (**Geography**)
5. Why did Zephyr think Lorie was mad at her?

Chapter 17, A Really Weird Problem

1. What time did Zephyr wake up?
2. What kind of dreams had Zephyr had the night before?
3. What were the first names of Zephyr's and Lorie's mothers?
4. What school work assignment did Zephyr forget to work on?
5. Who held the door open for Zephyr and Lorie? How did Zephyr and Lorie feel about it?

Chapter 18, Spill

1. While researching the genealogy website in the library, what did Zephyr learn about her family ?
2. What did Zephyr tell Lorie as to why she didn't want her parents to know about her strange encounters in the Great Dismal Swamp?
3. When Zephyr first told Lorie about her ghostly adventure, what did Lorie seem to think really happened?
4. What did Zephyr show Lorie to try and convince her that the ghosts were real?

Chapter 19, See You Later, Alligator

1. When Zephyr tried to log onto the genealogy website to show Lorie how it worked, she got an error message. What did it say? 2. What was Zephyr's mother's text message?
3. What happens on the Day of the Dead? When is it celebrated? What country does the tradition come from? (**Social Studies**)
4. What did Zephyr want to do at Lake Drummond?
5. Who was George Porter and how could he help Zephyr?

***Social Science and Language Arts Activity:**

Zephyr and Grandma June said goodbye by saying, "See you later, alligator. After 'while, crocodile!" Do your friends or family have any fun/rhyming sayings? (Like, "What's up, Buttercup?" or "What's the word, Hummingbird?") Make a list of your favorites, or make up some new ones!

Chapter 20, Back to the Swamp

1. According to Zephyr's research, how long had it been since alligators lived in the Virginia part of the Great Dismal Swamp? (**Science**)
2. Who drove Zephyr and Lorie to Grandma June's house?
3. What play did Grandma June refer to in connection to Lorie's sister? Who wrote it? (**Language Arts**)
4. What did Grandma June give Zephyr to use on the boat trip in Lake Drummond?
5. What did Michelle say the girls should be on the lookout for instead of alligators?

Chapter 21, Lake Drummond Treasure Hunt

1. What flew over Zephyr and Lorie's heads?
2. What did George Porter call his people rather than the Nansemond Tribe?
(**Social Studies**)
3. In what year did the daughter of a Nansemond chief marry an Englishman? What was the Englishman's name? (**History**)
4. What happened to the Nansemond people who moved away from the Great Dismal Swamp? (**History**)
5. What shape was the tree stump that Zephyr was looking for?

***Science and Language Arts Activity:** Take a walk through a forest and look for hollow logs or tree stumps. (Or if you can't get to a forest, look up images online.) What might live inside them? Use your imagination and think of what could be hidden inside. Who hid it? How long ago? Write a story using your ideas. (~Safety note~ Never reach your hand inside a hollow log or stump without investigating with a flashlight, first, to be sure there is nothing there that might try to defend itself or sharp edges that could poke your skin.)

Chapter 22, Phantom Tombstones

1. How did the weather change during the canoe trip?
2. In which direction did Michelle's compass point?
3. What did the girls see that appeared, disappeared, and reappeared on the shore?
4. What was the name that Zephyr and Lorie read?

***Science Activity:** If you have access to a compass—or compass app on a cell phone—walk around your house or yard, facing different directions and writing down the directions that different objects face. (Example- “the sofa faces north,” “the stove faces southeast,” “the rose bush faces west,” etc.)

Chapter 23, A Shocking Experience

1. What did Zephyr feel when she touched the tree stump?
2. What did Zephyr do when she saw a shadow cross the light?
3. What did Zephyr find inside the hollow tree stump?

Chapter 24, Big Wigs and Tiny Elephants

1. What did Michelle use to investigate the object that Zephyr pulled from the tree stump? (**Science**)
2. Describe what the girls saw on the object.
3. What did Michelle explain about the images on the object? (**History**)
4. What was written on the side of the boat that approached the girls? Who was in the boat?
5. Who was volunteering at the Visitor Center?

***History** and **Arts/Crafts** Activity:

Draw a picture of the object that Zephyr found—then go online and find a photograph of one. How close was your drawing to the actual item?

Chapter 25, The Family Plot

1. What did Grandma June say she would do while Zephyr and Lorie investigated the graveyard?
2. What did Grandma June give Zephyr for them to communicate with?
3. Zephyr referred to an old television program—what was its name?
4. What did Grandma June think would help the girls read the gravestones better? (**Science**)

Chapter 26, The Secret Cemetery

1. What animal did the girls see along the path?
2. What did Lorie think had gotten on her face? What was it really?
3. According to Zephyr's phone counter, how much time was left to solve the mystery?
4. What is a name for a group of crows? (**Science/Language Arts**)
5. What was written on a stone marker in the far corner of the graveyard?
(*Activity on next page...)

***Science and Language Arts** Activity:

Groups of animals have special group names, known as collective nouns. You are probably familiar with a “herd of cattle” or a “school of fish,” but there are many creative terms you may not know such as a “parliament of owls” or a “clutter of cats.” Research and write down group names for the following (some may have more than one, so choose your favorite) and how you think they got those names:

- Geese
- Hippopotamuses (Hippos)
- Starlings
- Moles
- Squirrels
- Rhinoceroses (Rhinos)
- Caterpillars
- Crocodiles

Chapter 27, The Black Tornado

1. What form entered the graveyard?
2. What could Zephyr see inside of it that Lorie could not?
3. In reference to question #2, what did he/she/it think Zephyr was there to do?
4. What was Grandma June’s message over the walkie-talkie?
5. What did Mr. White give Grandma June to give to Zephyr? (**Language Arts**)

***Language Arts and Arts/Crafts** Activity:

Regarding the answer to #5, look it up online or in a library. Read it, then draw a picture or create a collage based on it.

Chapter 28, Pandora’s Box

1. Where was Zephyr going on a field trip? Did Lorie want to go?
2. What did Zephyr hope to find out on the trip?
3. What book did Zephyr take from her shelf, and what did she find inside of it?
4. How much time did Zephyr have left to solve the mystery?

Chapter 29, Not So Plain Vanilla

1. Who did Zephyr trace the Stone family's early 1700s history to? What was the name of that person's parents?
2. What did Zephyr want to do in order to learn more about Thomas Drake?
3. How much time did Grandma June allow Zephyr to do what she wanted to do?
4. What did Zephyr promise she would do for Grandma June afterward?
5. What did it feel like to Zephyr when she fell forward onto Hiram's ghost?

Chapter 30, Thomas Drake

1. Who were Hiram and Clem looking for, and why? What year were they from?
(History)
2. How did Zephyr feel when she discovered the answer to the above question?
3. What did Zephyr do with the brass button that fell out of her pocket?
4. Who do Grandma June think may have lost their lives? Why does she think that?

Chapter 31, Halloween

1. What kind of treats was Mrs. Phelps handing out?
2. What kind of costumes were Zephyr's mom and Scam wearing, and why was Scam's costume especially appropriate?
3. How was Zephyr's dad dressed?
4. Which two friends did Zephyr and Lorie meet? What were their costumes?
5. What did the woman handing out action figures accuse Zephyr of, and how did it make Zephyr feel?

Chapter 32, The Addams Family

1. What happened at 8pm throughout the neighborhood, and where did Zephyr and her friends go then?
2. How were Sheriff Brown and his family dressed?
3. Describe the decorations at the party.
4. Describe the game that Zephyr was chosen for, and how she felt about being selected.

Chapter 33, Batman and Poison Ivy Exchange Produce

1. Who was dressed in the Batman costume?
2. Whose team won the game—Zephyr's or Lorie's—and how did Lorie respond?
3. Where was Lorie going with Zephyr the following day?
4. What did Zephyr see in the Colington Island cemetery?

Chapter 34, Knight in Shining Armor

1. Who walked home with Zephyr and Lorie?
2. According to Zephyr's dad, what should you do if someone hurts you or is really mean to you?
3. Why did Zephyr's dad think Luke had stopped teasing her and started acting nice to her?
4. What did Zephyr find in her trick-or-treat bag that surprised her?

***History** and **Language Arts** Activity:

In reference to the chapter title, research and write down the meaning of the word, "chivalry," and how Zephyr's dad would think it might relate to Luke.

Research the legend of King Arthur and the Knights of the Round Table. Where and when did King Arthur live? Why did the king have his knights sit at a round table instead of a rectangular one?

Here is a good website resource: <https://kids.britannica.com/kids/article/King-Arthur/543478>

Chapter 35, The Witching Hour

1. What symbol was on the tag attached to the little sack in Zephyr's treat bag? Who did the girls think it stood for?
2. What was inside the sack?
3. In Lorie's family's Mexican heritage, what special day follows Halloween? (**Social Studies**)
4. What two things are traditionally presented on that day and why? (**Social Studies**)

***Language Arts** and **Arts/Crafts** Activity:

Make up your own "fortunes" (they can be funny and/or inspirational) and write them on slips of paper. Check out this website for ideas:

<https://www.cassiesmallwood.com/fortune-cookie-sayings/>

You can place them inside your own paper "cookies" made out of cupcake liners. See—
<https://laughingkidslearn.com/chinese-fortune-cookies-with-notes-of-encouragementforkids/>

Or just place your fortune slips in an empty tin or bag and pass it around at dinner time for your family or friends to reach in without looking, select one, and read it aloud.

Chapter 36, Day of the Dead

1. What is the Spanish name of the special Mexican bread baked for the Day of the Dead? (You can find a recipe on the author's website.)

<https://www.kathrynlouisewoodauthor.com/recipes/> (Social Studies)

2. What gift did Grandma June give Zephyr? What was said that it could help with, and what did Grandma June say was the most important thing about it?
3. How much time did Zephyr have left to solve the mystery?
4. What did Zephyr tuck inside her jeans pocket at the last minute?

Chapter 37, The Ghost Charmer

1. What is bear scat? (Science)
2. What did Lorie do with the marigolds?
3. What did Lorie say about the wind beginning to blow? (Social Studies)
4. When the black, spinning cloud entered the cemetery and flew toward Zephyr, what did Zephyr do, and what did she say?

Chapter 38, The Pharaoh's Daughter

1. How had the ghost woman found the child?
2. Why had the ghost woman named him Moses, and what was her name?
3. How did Kanti die?
4. What did the ghost woman ask Zephyr to do for her?

Chapter 39, Strange Relations

1. What was Mr. White's family secret?
2. Why had Mr. White tried to keep Zephyr away from his family graveyard?
3. What did Grandma June invite Mr. White to attend?
4. At Thanksgiving, how much time was left to resolve the mystery?
5. Who went with Zephyr when she went outside to contact Kanti?

Chapter 40, Kanti

1. What did Zephyr tell Kanti about why Anna kept Kanti's son?
2. How did Kanti describe Zephyr when she learned she was one of her descendants.
3. How did Kanti describe Zephyr's hair? What name did she call her, and what did it mean in Kanti's language? (Social Studies)
4. What did Kanti say when told that Anna had asked for her forgiveness?
5. What happened to Sam after the cat's spirit left his body?
(*Activity on next page...)

***Social Studies** and **Language Arts** Activity:

Kanti's people spoke the Algonquian language. Research the meaning behind the names- *Kanti*, and *Ahanu*. What names would you give yourself and members of your family or your friends, and why? This website is a good resource:

<https://www.warpaths2peacepipes.com/native-american-indian-names/algonquiannames>

Chapter 41, Open For Business

1. What had Grandma June given Zephyr as an early Christmas present?
2. What was going to happen on August 18th?
3. Describe the appearance of the man who appeared in Zephyr's living room.
4. Who did the man look like, and what did Zephyr decide she had to do?

***Language Arts** Activity:

Now that you have finished reading the book, which character was one of your favorites, and why? Which one do you think would make a good friend and why?

Which character would you like to know more about? Make up your own "back-story" about that character including where he or she was born, family life, favorite things to do, particular abilities or limitations and how the character came to have them, etc.

Then, place him or her in a future situation using the information you have just "learned." This is what authors do every day! How interesting characters are "fleshed out." Enjoy being a creator and bringing new literary life into the world!

- ★ If you would like to know what happens, next, to Zephyr and her friends, read Book 2 of the series! *Zephyr Stone and the Haunted Beach House*

