



Study Guide:
Zephyr Stone and the Haunted Beach House

Kathryn Louise Wood, author
<https://www.kathrynlouisewoodauthor.com/>

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**, **Social Science**, and **Arts** 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, Ghosts of Christmas Past

1. How were the ghosts in Zephyr's living room dressed, and what did they want from her?
2. One ghost spoke aloud to Zephyr. What was his name, and who did he look like?
3. How tall was Zephyr?
4. Where did Zephyr's mom want her to go, and what did she want her to get for her dad?
5. What appeared around Sam's neck?

*Language Arts Activity:

The author got the name for the chapter from a famous, classic book that had a character called the "Ghost of Christmas Past." Do some research to find out the name of the book, its author, and when and where it was written. There are several older movie versions of the book, and you can also read a free e-book of it by searching at:

<https://www.gutenberg.org/>

Chapter 2, Seasonal Secrets

1. Where did Zephyr's dad want her to shop, and what did he want her to buy there?
2. Where did Zephyr live, and what body of water was near her house? (**Geography**)
3. What kind of food did Lorie's grandmother fix for lunch, and what was the Spanish name for it? (**Social Studies**)
4. Where did Lorie's father take Jake and his friends?
5. How did Lorie's grandmother react when she touched the metal ID tag?

*Language Arts Activity:

The author created a fictional shop for this book. If you could create a shop, what kind would it be? What would you sell? How would it be decorated? Write a paragraph or two describing what people would see when they walked into your shop.

Chapter 3, The Antiques Shop

1. Describe the kinds of donuts that Zephyr and Lorie wanted.
2. What was the name of the antiques shop owner?
3. How did the antiques shop get its name?
4. What did the initials on the ID tag stand for?
5. Which war did Mrs. Stipple think the ID tag came from, and what were two other names it was known as? (**History**)

Chapter 4, Mermaid Tears

1. What was the date and place written on the back of the old photograph that Zephyr and Lorie saw in the antiques shop?
2. What are “mermaid tears?”
3. Regarding the answer to question #2, how are they made? How long does it take? (**Science**)
4. Regarding the answer to question #2, How old were the lavender ones in the shop, and how did they turn from clear to lavender? (**Science**)
5. What is the legend behind the name, “mermaid tears?”

Chapter 5, Phantom Footprints

1. What did Zephyr see walking through the sand? What did Lorie see?
2. What did Lorie say she would do when she saw her mother arrive?
3. Describe the house that Zephyr was being led to.
4. What did Zephyr pick up from the branch of driftwood?

***Arts/Crafts** Activity:

Draw a picture of the old beach house or construct a picture by gluing craft sticks onto heavy paper.

Chapter 6, Coastal Cocoa

1. Why did Zephyr want to walk on the sand closer to the ocean? How and why was it different from the sand further from the ocean? (**Science**)
 2. What phrase did Zephyr’s grandma use when she described being very cold?
 3. What did Zephyr say she’d rather be doing on her Christmas vacation instead of helping ghosts?
 4. What did Mrs. Garcia order to drink?
 5. What did Mrs. Garcia instruct Lorie *not* to do? What did she give as her reason, and what did Zephyr think was the real reason?
- (*Activity on next page...)

***Cooking** Activity:

With the help of an adult or older teen, make some hot cocoa for yourself and your family. (See recipe, below.) You could also use instant cocoa mix, and dress it up by adding a sprinkle of spice such as cinnamon, nutmeg, or ginger, and/or a dash of extract such as vanilla, almond, coconut, or mint.

Hot Cocoa (4 servings)

Ingredients:

- $\frac{1}{4}$ cup unsweetened cocoa powder
- $\frac{1}{2}$ cup granulated sugar
- $\frac{1}{3}$ cup hot water
- $\frac{1}{8}$ teaspoon salt
- 4 cups milk
- 1 teaspoon vanilla extract (or other extract of your choice such as almond)

Instructions:

1. In a medium saucepan, combine the cocoa powder, sugar, water, and salt over medium heat.
2. Cook, stirring constantly, until smooth and bring to a simmer.
3. Reduce heat, and stir in the milk, *do not boil*.
4. Remove from the heat and stir in the vanilla. Pour into mugs and serve immediately. Enjoy!

Chapter 7, Calling Grandma June

1. What did Zephyr set on her bedside table before she called Grandma June?
2. What was Grandma June baking when Zephyr called her?
3. When was Grandma June going to arrive at Zephyr's house, and how long was she planning to stay?
4. Grandma June said she would leave after a certain day. What was the special name for that day, and how did it get that name? (**History/Social Studies**)
5. Grandma June called one kind of haunting—"strawberry," and the other—"vanilla." How were they different from each other, and which kind did Zephyr experience with the new ghost?

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

Grandma June explained how the British tradition of Boxing Day began, centuries ago. Today, the tradition continues in some parts of the United Kingdom with service workers being given small gifts of appreciation. In the spirit of Boxing Day, think of people who make your life easier but who may not receive recognition they deserve for their work. Postal carriers? Garbage collectors? Maintenance workers? Who else can you think of? Pick at least one, and write them a "Thank-You" note for the work that they do, and give it to them, or leave the note where they are sure to find it. (Don't wait for Boxing Day!)

Chapter 8, Zephyr's Weird World of Wonders

1. What does Grandma June think may be the reason why the new ghost doesn't just tell Zephyr what he needs?
2. About how long had the first ghosts Zephyr encountered been in the spirit world, and about how long had this new one been there?
3. What did Grandma June suggest Zephyr do to gain some insights into what the ghost wanted?
4. What was the name of Zephyr's ancestor who went to France during World War I? What was her relationship to Zephyr, and why did she go to France?
5. Where did Zephyr store her dad's gift for her mom?

Chapter 9, Lavender Seas

1. How was Zephyr dressed in her dream?
2. What was the name of the girl Zephyr saw playing in the water? How old did she look?
3. Who did Zephyr think the young man was, and what happened when he ran past her?
4. What was the name the girl called her brother?
5. What did Sam dig up from the sand?

Chapter 10, The Sandman

1. What did Zephyr find on the floor when her mother woke her up?
2. What did Zephyr's mom tell her to do the next time she came home after visiting the beach?
3. What happened when Zephyr picked up the ID tag, and where did she put it?
4. Describe the clothes that Zephyr put on for the day.
5. What name did Grandma June give to the type of dream that Zephyr had, and how was it different from more usual kinds of dreams?

*Language Arts Activity:

Write a short story or a poem about having the type of dream that Zephyr had. Where would it take place? What would you do? Would you do something you can't actually do in real life? (Fly? Speak "dog-language?" Become invisible?) Have fun and think outside of the box. The sky's the limit in your dream story!

Chapter 11, Kindred Spirits

1. What did Zephyr tell Grandma June that Mrs. Stipple had at the Sea Glass Antiques Shop?
2. What did Grandma June say they might do when they went to the shop?
3. What did Lorie suggest they could do while she had to keep an eye on her little brother?
4. What time did Zephyr's mom say Zephyr needed to be home by, and why?
5. What was the name of the TV program that appeared on Zephyr's screen?

Chapter 12, Skatepark

1. How did watching the documentary program make Zephyr feel? What were her thoughts? (**History/Social Science**)
2. What did Zephyr decide to take with her to the skatepark? What did she leave behind, and why?
3. How did Zephyr describe her reflection in her mirror as she prepared to go to Lorie's house?
4. What was the name of the skatepark?
5. What familiar person did they see there, and what did Lorie think of him?

***History** and **Science** (Physics) Activity: The skatepark (a real location at the time of the book's publication) got its name from being near the Wright Brothers Memorial in Kitty Hawk, North Carolina. Research the Wright Brothers, and write a report about them including their experience in Kitty Hawk. Why is the park's name appropriate?

After you complete your report, construct paper airplanes for yourself and friends or family members. (You might invite them to make their own planes.) The planes must be made from one sheet of paper and not include any tape, glue, or staples. How do the elements of lift, weight, thrust, and drag relate to a plane's performance?

Here is a good website for ideas and information:

<https://www.sciencebuddies.org/stem-activities/paper-airplanes-aerodynamics>

"Fly" the paper airplanes to see whose plane sails the furthest.

Chapter 13, Getting Warmer

1. Who walked up to Zephyr and Lorie, and what did he want? (The answer is the person referred to in the following questions.)
2. What did he say the sea glass felt like when he picked it up?
3. What was Lorie's explanation as to why it felt like that? (**Science**)
4. Why doesn't Zephyr want to talk to him about the ghost mystery?

***Science** Activity:

Take two identical glass items and place one in the shade and one in direct sunlight. After an hour, pick up each one. Do they feel different? Using a thermometer, measure the temperature of each one. Try this experiment with different items such as a cup of water, a cup of sand or dirt, a piece of cloth, a piece of wood, etc. Make a chart with the results of your experiments.

Chapter 14: Urgent Care

1. How did Luke and Jake look when Zephyr and Lorie ran to them?
2. What was the first thing that Luke said regarding Jake?
3. How did Lorie react?
4. Why couldn't Jake answer any questions?
5. After Jake was treated at the urgent care center, what did he tell Lorie about Luke?

Chapter 15: The Truth Comes Out

1. Why didn't Mrs. Garcia want Jake to talk about the accident on their way home?
2. What are *hojarascas*? What does the name mean in Spanish? Why do you think they are called that name? (**Social Studies**)
3. How did Jake describe the accident and Luke's part in it?
4. How did Lorie react to Jake's explanation about the accident?
5. What was the name of Lorie's childhood stuffed animal toy?
(*Activity on next page...)

***Cooking** Activity:

With the help of an adult or older teen, bake your own yummy *hojarascas* cookies.

Recipe, below:

Hojarascas

(pronounced in English: Oh-ha-ras-cas)

Ingredients:

For Cookies–

- $\frac{2}{3}$ cup plus 1 Tablespoon vegetable shortening (such as Crisco)
- $\frac{1}{2}$ cup granulated white sugar
- 2 teaspoons ground cinnamon
- 1 pinch salt
- 2 cups all-purpose flour

For Coating–

- $\frac{1}{4}$ cup granulated white sugar
- 1 to 1 $\frac{1}{2}$ teaspoons ground cinnamon

Instructions:

1. In a large bowl, beat the shortening until light and fluffy.
2. Add the sugar, cinnamon, and pinch of salt. Mix until well blended.
3. Gently stir in $\frac{1}{2}$ cup of the flour and mix. Add another $\frac{1}{2}$ cup of the flour and mix. Continue the process until all the flour has been incorporated but be careful not to over mix.
4. Refrigerate the dough, sealed tightly, for at least 20 minutes.
5. Preheat oven to 350F. Line two baking sheets with parchment paper or lightly grease them with shortening.
6. To shape the cookies, roll out the dough to about $\frac{1}{3}$ inch thickness on wax paper or parchment paper. Cut out the cookies using a cookie cutter, or just make small balls with the dough and then press them down with your hand. (Author's note: I made stars that double as starfish and match the beach theme of my book.)
7. Transfer to the already lined baking sheets, leaving about a one-inch space between each cookie.
8. Bake for about 15-20 minutes until the edges are turning light gold. The cookies will be very fragile, so let them cool on the baking sheets before you move them.
9. Meanwhile, mix sugar and cinnamon in a small bowl. After the cookies have cooled for two minutes on the cookie sheet, dust them with the mixture of sugar and cinnamon.

Chapter 16: Lorie's Confession

1. What was Lorie afraid would happen if Luke turned out to be a nice person?
2. What did Zephyr tell Lorie after she heard Lorie's explanation?
3. What did Lorie say could be their super power? What name did she give them?
4. What did Lorie tell Luke in her text message?

5. How did the sea glass feel to Zephyr when she brushed against it in her pocket? How did it feel to Lorie?

Chapter 17, The Three-Eyed Granny

1. How did Luke respond to Lorie's text message to him?
2. What did Granny Hernandez tell Zephyr might help her have sweet dreams?
3. What term—that gave Lorie “the creeps”—did Zephyr use to describe Granny Hernandez's ability to know things beyond natural sight? What term did Lorie like better?
4. What time was their school night phone curfew?
5. What physical feature did Zephyr and Lorie both admire about each other?

Chapter 18, “Visions of Sugar Plums”

1. Who was coming to Zephyr's house early on Christmas Eve morning?
2. According to Zephyr's mom, why was Zephyr so tired?
3. What did Zephyr's dad say that helped him go to sleep?
4. Which of the three ghostly items did Zephyr put under her pillow?
5. When did Zephyr and Lorie plan to meet again and exchange Christmas gifts?

Chapter 19, The Invisible Girl

1. Instead of her clean, white sheets, what did Zephyr feel beneath her hands?
2. What did Zephyr discover when she looked down towards her hands?
3. Where did Zephyr realize she was, and how did she get there?
4. What person did she recognize there?
5. Besides Sam, who was the other dog she saw?
6. In regards to the answer to question #4, how did he get injured?

Chapter 20, Final Words

1. What did Zephyr close her fingers around, and how did it help her? (**Social Science**)
2. What did the field hospital look like? (**History**)
3. Describe how the nurse was dressed. (**History**)
4. Why did the nurse direct them to a different tent? In regards to that answer, what did Zephyr remember from the World War I documentary? (**History**)
5. What did Private Barnes tell Zephyr just before he died?

***History** Activity:

Using a resource such as <https://www.britannica.com/event/World-War-I>, write a short report about World War I, including the years in which it was fought, its main cause, why it was considered a World war, which countries were involved, which sides they were on (Central Powers or Allies,) and which side won the war.

Ask your family members if they know of any of your ancestors who served in World War I, either in the military or as nurses, overseas or stateside. If there were, perhaps there are photographs of them that you could see.

Chapter 21, Muddy Boot Prints

1. What did Zephyr find on her quilt and rug when she awoke from her dream?
2. What did Zephyr do to disguise what she discovered on her quilt and rug?
3. What name did Zephyr's mom call her mother-in-law, Zephyr's grandmother?
4. What did Zephyr's grandmother suggest Zephyr do after breakfast?
5. What did Zephyr take upstairs to eat in her grandmother's room?

Chapter 22, Closed-Door Session

1. Zephyr wondered if Sam was experiencing her dreams with her. What did Grandma June say about that regarding Zephyr and regarding Sam, himself?
2. What connection did Zephyr make between what happened in her dream and what happened at the skatepark?
3. How did Grandma June describe some of the worst life-enemies?
(**Science/Social Science**)
4. What did Zephyr tell Grandma June about the documentary she saw the previous day?
5. Who did Grandma June say must be the key to unlocking the ghost mystery?

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

Research the Christmas Truce of World War I, and write a paragraph about it. Illustrate with drawings of what you imagine it was like.

Chapter 23, "Patience, Young Grasshopper"

1. Where does the title of this chapter come from?
2. What does Grandma June say is half the fun of Christmas?
3. What was Zephyr's family going to have for their finger-food buffet?
4. What special Christmas decoration did Zephyr's family inherit from her Grandpa Charlie? What was the tradition related to it?

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

What would like to have on a holiday finger-food buffet? Design a menu and write out each of your choices with illustrations (your own drawings, or pictures taken from magazines or online.)

Chapter 24, Pickle Hunting

1. Describe the special pickle ornament hunt that Zephyr's family created so that she could have a chance of opening a gift early.
2. Describe the ornaments that Zephyr saw as she hunted for the pickle.
3. What kind of paper was wrapped around Zephyr's gift choice, and who was it from?
4. What was inside the box and what was written on it?

5. How would the gift help Zephyr with her ghost mystery? (**Social Studies**)

(*Activity on next page...)

***Social Science** Activity:

Write a paragraph about a special family holiday tradition that you look forward to. (Food? Gift-exchanging? Music? Games? Church service? Decorations?) If you can't decide on a tradition, invent one yourself, and write about it. Maybe it will become a new family favorite!

Chapter 25, Making Sense from the Census

1. What information about Ronald Barnes did Zephyr enter into the genealogy website search window?
2. What was the year of the census that she found his name on?
3. What was the name of the head of the household?
4. What did Zephyr discover about Ronald and his brother, Joseph?
5. Who sent Zephyr a text message as she and Grandma June were investigating the genealogy site?

***Social Studies** and **History** Activity: With an adult's assistance, go onto a free genealogy website such as <https://www.familysearch.org/en/> and enter the name of a deceased relative. Beginning with that information, trace your family back as far as you can go, and design a family tree with names, birthdates, places, etc.

Chapter 26, Naming Names

1. What did Luke's text message ask her?
2. What did Grandma June suggest that Zephyr text back in order to keep the conversation going?
3. What did Luke say about his family and World War I?
4. What was Luke's full name?
5. What activity did Luke suggest they could do during the school break?

Chapter 27, Lone Gull Cottage

1. Where did Grandma June say that she and Zephyr could go after Zephyr finished hiding the pickle ornament? Why did she want to go there?
2. What did Zephyr hear when she took Sam for a walk on the beach?
3. What did Zephyr suggest they do before they headed back home?
4. There were two signs in front of the old beach house. What did they say, and how did they relate to Luke?
5. What did Sam do when Zephyr walked him toward the beach house?

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

Grandma June was going to host a New Year's Eve party for her book club members where each one would come dressed as a favorite book character. If you could dress up as one of your favorite book or movie characters, who would it be? Design your

costume. Find a few things around your house that represent your character, and see if your family or friends can guess “who you are!”

Chapter 28, Phantom Fragrance

1. What did Zephyr see in the upstairs window of the beach house?
2. What did Zephyr and Grandma June hear while they stood on the porch?
3. What fragrance did Zephyr and Grandma June smell that was unusual for that time of year?
4. What was the name of the ghost that Zephyr saw? Describe the ghost’s appearance and emotional state.
5. What did B.G. stand for?

Chapter 29, Happy Tears

1. Who found the pickle that Zephyr had hidden on the Christmas tree, and what gift did he or she choose to open first?
2. How did Zephyr’s mom respond when she opened her gift from Zephyr’s dad, and what did Zephyr hope she, herself, would find one day?
3. Who opened the last gift under the tree, and who was it from?
4. In regards to question #3, what was the gift, and how did the recipient respond to it?

Chapter 30, Stocking Stuffers

1. What did Zephyr’s dad say her gift might attract? What did her mom think about it? What did her grandmother think about it?
2. What did Zephyr tell Grandma June was the reason her parents wanted to do all of the clean-up, themselves?
3. What were the gifts that Zephyr put into her family’s stockings? (Name each person and what she gave them.)
4. What did Zephyr place beneath her pillow, and why did she put it there?
5. In Zephyr’s dream, what did she see when she looked into the bedroom mirror?

Chapter 31, Not Herself

1. How did Sam appear in Zephyr’s dream? What was his dream-name?
2. Who sent a gift, and what was it? How did the recipient respond, and where did she go to thank the gift-giver?
3. What did Joseph say had happened to Ronald?
4. What happened to the gift?

*Language Arts Activity:

In Zephyr’s dream, she merged with Lily and saw the world from Lily’s point of view. Think of someone quite different than yourself—perhaps an older family member or a famous athlete, astronaut, or celebrity—the possibilities are limitless—and write a “day-in-the-life” short story from that individual’s first-person POV (point of view) using first-

person nouns and pronouns (“I”, “my”, “me”, “mine”.) How might that person see the world differently than you? You can even choose to write from an animal’s POV!

Chapter 32, More Dream Spillage

1. What filled the air when Zephyr’s mom opened Zephyr’s bedroom door, and how did her mom react?
2. What did Zephyr think she needed to do to solve the ghost mystery?
3. What time did Zephyr and Lorie agree to meet at Lorie’s house?
4. What did Zephyr choose to eat for her “breakfast appetizer”?
5. Where did Grandma June think the lavender sea glass may have come from?

Chapter 33, Gift Exchange

1. What Spanish-language greeting did Granny Hernandez give when Zephyr and Lorie walked into the Garcia’s living room? (**Social Studies**)
2. What gift did Zephyr give Lorie and what gift did Lorie give Zephyr?
3. What special Mexican treat did Mrs. Garcia leave in Lorie’s room for the girls to eat, and how did Zephyr describe it? (**Social Studies**)
4. What did Zephyr tell Lorie she thought might happen if she told her parents about her ghost encounters?
5. Who did Zephyr say she was glad to have on her “team”?

Chapter 34, The Luke Connection

1. Summarize what Zephyr told Lorie about her text messages with Luke.
2. Where did Lorie suggest that they watch the World War I documentary together?
3. What did Zephyr tell Lorie was the reason Luke gave her his family’s home phone number?
4. What teasing nickname did Luke used to call Zephyr?
5. How did Luke respond to Zephyr’s suggestion about when and where to watch the documentary?

Chapter 35, Lily

1. Who drove Zephyr and Lorie to “Lone Gull Cottage”?
2. What was the first thing the girls did when they arrived at the beach house?
3. What did Zephyr hold up toward the second-floor veranda, and what fragrance filled the air?
4. How did Zephyr describe Lily’s appearance?
5. How did Lily respond when Zephyr gave her the message about Ronald, and did Zephyr think she had solved the ghosts’ problem?
(*Activity on nextpage...)

***Science** Activity:

Lily was associated with a particular fragrance. Your sense of smell is very important and imparts valuable information about the world, as well as emotional responses. Your nose and mouth are connected through the same airway, and so your sense of taste is affected by your sense of smell. Take away the sense of smell (and sight) and we limit our brain's ability to tell the difference between certain foods.

—Try this experiment (as long as you have no allergies to the food items)

What you'll need:

- A glass of plain water
- A small, room-temperature piece, each, of peeled, raw potato and peeled, raw apple (both, the same size and shape so you can't tell the difference by touch)
- A dab, each, of room-temperature ketchup and mild mustard on a plate
- A sliced onion and an apple
- A test partner to assist you and record your answers
(Clean hands for both you and your partner)

Instructions:

~For each experiment, drink some plain water between tastes.~

For Tests 1 and 2, keep your eyes closed the entire time of each test, including when you sip water between tastings.

Taste Test 1—

1. Close your eyes and mix up the piece of potato and the piece of apple so you don't know which is which. (Or close your eyes, and have your partner mix them up for you.)
2. Hold your nose and taste each piece with a sip of water between. (Just a tiny bite, since too much raw potato might give you a stomach ache.)
3. Could you tell the difference? Which did you think you tasted first? Were you correct?

Taste Test 2—

- 1- Close your eyes and hold your nose while a partner gives you a taste of the mustard or ketchup dabs. Sip some water, then have your partner give you a taste of the other.
- 2- After you've tasted both, decide whether mustard was your first or second taste. Could you tell the difference? Did you guess correctly?

Taste Test 3-

- 1- Eat a bite of apple.
- 2- Eat a bite of apple while smelling an onion under your nose.
- 3- Was there a difference in how the apple tasted?

Chapter 36, Rest in Peace

1. How old was Lily when she died, and where was she buried?
2. Why did Grandma June think Lily's spirit appeared as a young girl?
3. What do you think was really happening when Zephyr found herself and Sam beside a carousel? Describe the paintings and seats on the carousel.
4. Who was playing the steam-driven organ?
5. What was the organ called? (**Arts**)
5. Who did Zephyr see standing beside a wooden dolphin on the carousel?
6. What were "Yanks", and what was Lily's song about? (**History/Arts**)

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

Research songs that were popular during World War I on a website such as the Smithsonian site: <https://music.si.edu/spotlight/wwi-music>. Write down a list of the songs and their composers. You can hear examples on sites such as Internet Archive: <https://archive.org/details/SONGSOFWORLDWARI-NewTransfer> Try to find and listen to the song that Lily was singing. Does the music sound different from today's popular music? If yes, how does it sound different?

Chapter 37, Where There's Smoke

1. What did Zephyr hear and see when she woke up, and where was Sam?
2. What happened to Zephyr when she stepped into the hallway?
3. What happened when Grandma June hugged Zephyr in the hallway?
4. What did Zephyr's mom tell her about locking her bedroom door overnight, and what was Zephyr's response?
5. What did Zephyr's dad say might have caused the problem?
6. What did Grandma June tell Zephyr she thought Zephyr needed to do, and who did they need to make it happen?

Chapter 38, How To Tell Him

1. What did Luke say about the World War I Christmas Truce documentary?
2. What did Luke say about Granny Hernandez's cookies? Describe the cookies and give the Spanish name for them. (**Social Studies**)
3. How did the ID tag feel to Luke when he held it in his hand?
4. How did Luke respond when he saw the old photograph of World War I soldiers, and what did he say about it?
5. What did Lorie say when Luke asked what was going on?
6. What did Luke say was different about the dream he'd had the night before in comparison to his usual dreams?

Chapter 39, Luke's Dream

1. In Luke's dream, who knocked on the old beach house door, and what happened to the appearance of the house?
2. In Luke's dream, who do you think opened the door, and what did she do after Luke went inside the house?
3. How did the lavender sea glass feel to Luke when he held it in his hand? How did it feel to Lorie and to Jake?
4. Why did Luke want to hold Zephyr's hand, and how did Zephyr feel about it?

Chapter 40, Too Strange Not to Be True

1. What did Luke say about the ID tag first appearing around Sam's neck and how that fit into his family's personality?
2. What did Luke say made him believe that Zephyr's experiences were not a result of an overactive imagination?
3. What was Luke's response when Zephyr said she hoped he didn't mind her researching his family's history on the ancestry website?
4. What did Luke say about his family's relationship with those on his great-great-aunt's side of the family?
5. What did Luke say when Zephyr asked if he was sure about going to the old beach house?

Chapter 41, The New Team Zephyr

1. Who was standing in the doorway and heard about the dreams and the ghost-hunting plans?
 2. What was *el Dia de los Muertos*, and how did it play a part in Zephyr's first ghost encounter in the Great Dismal Swamp? (**Social Studies**)
 3. What did Luke say about Zephyr as to why he believed her?
 4. Who went to Lone Gull Cottage?
 5. What did Luke say that a prospective buyer for the beach house wanted to do with it, and how did that possibly relate to why Ronald's ghost was anxious for Zephyr to help his sister's spirit?
- (*Activity on next page...)

***Social Science and Life Skills Activity:**

(This is a “thinking” activity. Feel free to discuss it as much or as little as you wish.)

In this chapter, Luke and Lorie refer to a time when Luke used to tease Zephyr and call her names—like “carrots” in reference to her bright, red hair. In the first book, *Zephyr Stone and the Moon Mist Ghost*, Zephyr’s father suggested that Luke had done that—not because Luke didn’t like her, but just to get Zephyr’s attention because he actually *did* like her. Has anyone ever called you teasing names, or have you ever called someone else names?

Take a few minutes to recall how you felt when you heard names aimed at you or when you called out names to someone else. Were you hurt? Angry? Did you enjoy it? Did it make you laugh? Then think about why the names were called. Were you or the person calling the names just trying to get attention or be funny in a harmless way? (If you were the name-caller—even if you were just trying to be funny—realize that the other person may have taken it badly.) Or did it happen because you or the other person was jealous, had hurt feelings, or were afraid?

Taking time to figure out the reason behind name-calling is an important life skill. You may realize it was because of a misunderstanding that you need to clear up, or that you had hurt someone else’s feelings without meaning to, or the other person may have had negative past experiences, which had nothing to do with you, but contributed to their bad reaction to you.

Of course, if someone is being truly hurtful or mean to you or another person, you should let your parents or another trusted adult know but, seeking to understand the basis for mean-spirited name-calling can take some of its harmful power away. And realizing the basis of “just-for-fun” name-calling can help you relax, see the humor, not take it too seriously, ignore it, or perhaps even laugh about it!

Chapter 42, All Systems Go

1. What did Grandma June suggest concerning what she and Granny Hernandez should do?
2. What did Zephyr offer that Lorie could do, and what was Lorie’s response?
3. What did Ronald’s ghost say about Luke?
4. What did Ronald say about the things that had shown up in Zephyr’s room after her dreams, and what was his explanation as to why he sent the dreams to Zephyr and Luke?
5. How did Sam react to Ronald, and what did Zephyr think that meant about Ronald?
6. Since Lily’s ghost would not allow Ronald to enter the house, what did he suggest as a way that he could give them some guidance while inside?

Chapter 43, Into the Haunted Beach House

1. What did the friends see when they first entered the old beach house?
2. What happened when Zephyr agreed that it was a good idea to keep the front door open, and what happened when they tried to use their cell phones?
3. What did Luke say that Lily was communicating to him? Why do you think she was happy to see him as a *younger* version of her brother?
4. Zephyr thought the moaning they heard was from Lily, but what did she tell Lorie she thought it was, and why?
5. What did Luke find to help them see in the darkened house?

Chapter 44, Smoke and Thunder

1. What weather event suddenly occurred?
2. What did Zephyr do to try and communicate with Lily?
3. What sound wafted into the room after Zephyr asked Lily why she was so sad, and what followed the sound?
4. What did they smell at the top of the stairs, and what did Zephyr say they could use to save themselves?
5. Describe what Zephyr saw when they entered the room at the end of the hallway.

Chapter 45, The Attic

1. What did Lorie tell Zephyr when asked where Luke was?
2. Why did Lorie say the whole attic looked as though it was full of ghosts?
3. What did Zephyr see when she looked through the attic window, and what did it make her recall?
4. What did Luke find that Ronald wanted Lily to see?
5. What did Lily's letter encourage Ronald to do, and how did Zephyr think it related to Lily's tormented spirit?

Chapter 46, Reunion

1. What was inside the metal box, and how could it help Lily?
2. Why had Ronald hidden it, and what did he say to Lily about what was actually responsible for taking his life away?
3. Who came from out of the shadows to join Ronald and Lily, and how did the three of them depart?
4. What did Zephyr expect to see when they left the beach house, and what did she see, instead?
5. How long did Zephyr think they had been inside the house, and how long did Grandma June say the amount of time had actually been?
(*Activity on next page...)

***Science** Activity:

It's about time! In the story, time seemed to pass much differently for Zephyr and her friends inside the beach house than it did for the grandmothers waiting outside.

Although, in the book, this was caused by fictional, supernatural forces, we experience similar perceptions of differing time in real life.

Try this experiment:

Choose an activity that you really enjoy—like reading a great book, playing a game, doing artwork, swimming or other fun exercise. Have someone watch a clock while you do the activity and—without looking at a clock, yourself—stop when you think you've done the activity for fifteen minutes. Your partner will write down the actual time without sharing it with you. Then, sit still doing absolutely nothing (no fair counting!) and tell your partner when you think that fifteen minutes has passed. Your partner will write down the time that had actually passed, then share the results of both activities with you. How close were you to the actual fifteen-minute time? Did the different activities seem to make time speed up or slow down? If so, why do you think that was the case?

Chapter 47, Happy New Year!

1. Where did Zephyr celebrate the New Year along with her friends and their families?
 2. In his New Year's toast, what did Lorie's father say in thanks to Zephyr's and Luke's parents?
 3. What was another reason Mr. Garcia said there was to celebrate, and what was an additional one that Luke's father spoke of?
 4. What was the song that Zephyr's mom began to sing? (**Arts**)
 4. What is a piñata? Have you ever seen one? (**Social Studies**)
 5. What did Lorie tell Luke and Zephyr had to happen before they could take turns swinging at the piñata?
 6. Who called Zephyr just before she could join the piñata game, and why? What was Zephyr's response?
- (*Activity on next page...)

***Social Science and Life Skills Activity:**

People often make resolutions for the New Year. Resolutions are promises to ourselves to do something (usually positive) in the next year. Some people resolve to exercise more often, eat or not eat certain foods, be kinder to others, read a number of books (or write a book!) learn a new language, etc.

Silently decide on a resolution for yourself. Write it down on a piece of paper—as well as a sentence or two about how you expect to feel if you are successful in carrying out the promise to yourself—and place it in a sealed envelope. (This is for your eyes only!) Set a timeframe in which to carry out your resolution. It could be for a week, a month, three months, a year—your decision. Write the date that ends the resolution experience on the outside of the envelope, and keep it where you can see it. You may want to give yourself a calendar reminder, as well.

When the time period ends, open the envelope, and read your resolution and your expectations. How successful were you in following through with it, and did it make you feel the way you had anticipated?

If you weren't completely successful, or felt less positive about it than you had hoped—do not worry, and don't be hard on yourself. You most certainly learned something in the process and gained just by trying. Maybe it wasn't the right resolution for you at that time or perhaps you need to adjust it. (Example: If you resolved to take an exercise run seven days a week, and that turned out not to be possible, lower it to perhaps five days a week next time.)

Remember, every morning is a new chance to begin fresh again.

Every day is a promise just waiting to happen!



If you have not already read Book 1 of the series—*Zephyr Stone and the Moon Mist Ghost*, you may want to read it, next, to learn “how it all began” for Zephyr and her friends!



