

Penguin's Classroom Classics

Making Curriculum Connections!



An Educator's Guide to



INSPIRE • ENGAGE • EDUCATE

The materials in this guide are aligned to Common Core State Standards for grades 4–6

PenguinClassroom.com

Dear Educator:

Meet Miss Moses LoBeau, rising sixth grader, natural-born detective, borderline straight-A student, and goddess of free enterprise. With wit, humor, and insight, Mo narrates Sheila Turnage's Newbery Honor-winning novel about a small town in North Carolina and immediately draws readers into the intricacies of Tupelo Landing. The novel offers a number of teachable moments for your students to discuss, which are outlined below and aligned to Common Core State Standards for fourth to sixth grades. Use this six-week curriculum however you see fit, either as a comprehensive unit or to supplement an already existing language arts curriculum.

Each activity has been separated to be completed daily, with homework suggestions and technology integrations highlighted. The creative lesson ideas range from vocabulary Bingo! and fundraising presentations to figurative language hunts and messages in a bottle. At the end of each week, you are encouraged to assign a writing exercise allowing students to reflect on the story with a response to content-specific prompts and converse with one another on a class blog. Create a travel brochure for Tupelo Landing, or have students research the weather patterns of hurricanes like the one Mo was born in. Sheila Turnage's story has been called "lively," "robust," "humorous," and "multilayered." So have some fun immersing your students in the full experience!



About the Book

Mo LoBeau's summer is looking good. She'll take karate with her best friend, Dale Earnhardt Johnson III (whose daddy believes in naming for the famous), and plot against her sworn enemy, Anna Celeste (aka Attila). She'll help out at the café run by the Colonel and Miss Lana, and continue her lifelong search for her upstream mother. But when the café's crankiest customer turns up dead and a city-slick lawman shows up asking questions, Mo's summer takes an unexpected turn.



About the Author

Sheila Turnage grew up on a farm in eastern North Carolina. A graduate of East Carolina University, she is the author of two nonfiction books and one picture book, but this is her first middle-grade novel. Today Sheila lives on a farm with her husband, a smart dog, a dozen chickens, and a flock of guineas.

This guide was created by Andrea Burinescu, EdM. Andrea recently worked as a second grade teacher at an independent school in White Plains, New York, specializing in educating students with language-based learning disabilities. She worked previously as a third grade teacher in an inclusion classroom in Needham, Massachusetts.

★ "Turnage's lively novel features a distinctive voice and a community of idiosyncratic characters." — *Booklist*, starred review

"Quick-thinking and precocious Mo LoBeau is hilarious in this modern-day mystery. . . this book will leave readers hoping for more books about Mo and her gang." — *School Library Journal*

"A dandy mystery. . . Humor sweetens the mix, making Tupelo Landing a pleasant place to stay for a spell!" — *The Horn Book*



Classroom Lesson Plans for *Three Times Lucky*

Week 1: Chapters 1–5

Day 1 · Who's Who Café Review

In the beginning of the story, Mo is responsible for running the café with her best friend, Dale. The author uses the café as a central meeting place for the characters living in the small town of Tupelo Landing. In chapters one and two, the reader meets many new characters in this setting.

Teachers:

- Assign students to the characters who were introduced in the first few chapters.
- Students should use the context of the story to write about their character in the form of an introduction. It should include the characters' name, relationship to other characters, and specific character traits.
- Pretend the classroom is the café. The teacher will act like a visitor who would like to meet all the patrons. Circulate around the room and ask students to introduce themselves using the information they have gathered.
**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 5.3, 6.1, 6.3; Writing: Text Types and Purposes W. 5.3a, 5.3b, 6.3a, 6.3b; Speaking and Listening: Presentation of Knowledge and Ideas SL. 5.4, 6.4

Day 2 · Three Times Lucky News Flash

- On page 29, Mo explains why she was "Three Times Lucky" the day she was born. On pages 52-53 Mo shares an article that was published after she was found by the Colonel.
- Students will take on the role of journalists who are writing a newspaper article that appears in the *Tupelo Landing Times* the day after the Colonel has found Mo.
- The article should include a catchy headline, information about the storm, how Mo washed up onshore, and how she was rescued. Students may include quotes from the Colonel and Miss Lana to enhance their reports.
- Students can share their differing accounts of Mo's rescue with the class to compare and contrast their interpretations.

Technology Integration: Students can type up final drafts of their articles using a newspaper template

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 6.1; Writing: Text Types and Purposes W. 5.3, 6.3

Day 3 · Character Cube

- Using the cube template available at innovativeclassroom.com (search "cube template"), ask students to create a character cube representing Mo or Dale.
- Provide students with a list of character traits. Students will choose 5 traits that describe either Mo or Dale. List each trait on a side of the cube with a quote from the text that shows evidence of the trait.
- On the sixth side of the cube, students will draw a picture of the character they have chosen.

Technology Integration: Students can create and print character illustrations using Character Scrapbook at teacher.scholastic.com/activities/scrapbook/index.htm or students can create a bio cube for one of the characters in the book: http://www.readwritethink.org/files/resources/interactives/cube_creator/

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 5.3, 6.1, 6.3

Day 4 · Figurative Language Hunt

Sheila Turnage uses figurative language to enhance her descriptions in this story.

Teachers:

- Divide the class into two teams. Provide each team with sticky notes to record examples of figurative language from the story as they read. These examples can include personification, hyperbole, alliteration, simile, idioms, and onomatopoeia.
- Each team will present an example of figurative language to the opposing team. The opposing team will earn 1 point for correctly categorizing the example and 1 point for correctly explaining the figurative language in the context of the story. The team with the highest score at the end wins.

Technology Integration: Students can review figurative language by playing Figurative Language jeopardy. <https://jeopardylabs.com/play/figurative-language6>. Visit "Gamequarium: Figurative Language" www.gamequarium.com/figurativelanguage.html to play games that review figures of speech.

**Correlates to Common Core Standards Reading Literature: Craft and Structure RL. 5.4, 6.4; Language: Vocabulary Acquisition and Use L. 5.5, 6.5

Day 5 · Reading Reflections

- Students will maintain a reader's response notebook in which they can record their ideas and responses to specific prompts.

Choice 1

"Miss Lana says the good thing about living in a small town is that everyone knows your business, and they pitch in. The Colonel says the bad thing about living in a small town is that everyone knows your business and they pitch in." p.35

Reflect on this statement. Which character do you most agree with and why? Use examples from the story to support your thinking.

Choice 2

"Miss Lana says her life is a tapestry. Mine's more of a crazy quilt stitched together with whatever happened to be at hand... Then there's the Colonel—wool blanket, warm, scratchy, too ugly to steal." p.39

Using examples from the story, explain how each character's life matches the description in the quote above. Extension: Would you describe your life as a tapestry, crazy quilt, or wool blanket? Explain.

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. For homework or as a follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 5.3, 6.1, 6.2, 6.3; Writing: Text Types and Purposes W. 5.1, 6.1



Classroom Lesson Plans for *Three Times Lucky*

Week 2: Chapters 6–11

Day 1 · Desperado Detectives

In chapters 6-11, we learn of Mr. Jesse's murder. Although Detective Joe Starr and his assistant, Deputy Marla, are working the case, Mo and Dale decide to conduct their own investigation as the Desperado Detectives.

Teachers:

- Students will join the Desperado Detectives' investigation. As they read, they will record clues and make predictions.
 - As a class, use students' notes to create a "Clues Board" on chart paper or poster board. It can include notes, maps, names and predictions. Leave the board posted in the room.
 - As students continue reading the story, they can add more clues to the board.
- **Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.5

Day 2 · Message in a Bottle

Teachers:

- Ask students to write a letter to a secretly assigned classmate. The letter should summarize Mo's special method for locating her mother. It should include information about how the patrons at the café are assisting her.
 - Have students roll their letter up and put it in a dry water bottle. Collect the bottles into a pile in an area of the classroom. Each student will pick up a bottle and read the summary. How many students chose the letter addressed to them?
 - Class discussion: Do you think Mo's process for finding her mother will work? What alternative methods could she use?
- **Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.2, 6.2

Day 3 · Vocabulary Bingo

Teachers:

- Record unfamiliar words as a class.
- Students will look up definitions and synonyms for new words.
- Give students a chance to study new words, using visuals as necessary.
- Practice the words by playing vocabulary Bingo! Call out twenty-five words. Students will randomly record these words in blank spaces on a five-by-five square template. The teacher will provide the definition or synonym for the word.

Students will cover up vocabulary words that match the definitions. The first student to get five in a row will be the winner.

Technology Integration: Students can generate Bingo! boards on http://www.teach-nology.com/web_tools/materials/bingo/5/ by entering words in random order. These boards can be printed and used later for review.

**Correlates to Common Core Standards Reading Literature: Craft and Structure RL. 5.4, 6.4; Language: Vocabulary Acquisition and Use L. 5.4, 6.4

Day 4 · Liar Liar, Opinion Lineup

Teachers:

- Both Dale and the Colonel have lied to Detective Starr. They each felt justified in lying to the police. As a class, create a cause and effect map for each character illustrating the ramifications of their lie.
- Write the following question on the board: It is OK to tell a lie?
- Students should silently write their opinion on a sticky note from strongly agree to strongly disagree and points in between.
- Students will silently take a stand on an imaginary line that stretches across the classroom. They will pair up with a student near them to discuss their responses. Open the conversation up for class discussion.

Technology Integration: Students can create cause and effect diagrams by selecting one of the graphic organizers on the Holt Interactive Graphic Organizer site: <http://my.hrw.com/nsmedia/intgos/html/igo.htm>

**Correlates to Common Core Standards Reading Literature: Craft and Structure RL. 5.6, 6.6

Day 5 · Reading Reflections

- Students will maintain a reader's response notebook in which they can record their ideas and responses to specific prompts.

Reread Mo's letter to her Upstream Mother on pages 88-89. In the letter, she contemplates the idea of a normal family. Write your own definition of family. Do Mo, the Colonel and Miss Lana make up a normal family? Why or why not? Use details from the story to support your thinking.

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. For homework or as a follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 6.1, 6.2; Writing: Text Types and Purposes W. 5.1, 6.1

"A vivid, multilayered story which will appeal to both skilled and reluctant readers of either gender. Elements of mystery, romance, secret identities, and long-unspoken small-town secrets blend into a literary stew that becomes compulsively readable as so many tales alternately unravel and combine." –VOYA



Classroom Lesson Plans for *Three Times Lucky*

Week 3: Chapters 12–17

Day 1 · Frenemies

Mo and Anna Celeste have been enemies since the first day of kindergarten, but they are beginning to show signs of making amends.

Teachers:

- Students will work in pairs or groups of three to create a dialogue between Mo and Anna Celeste. Students will act out an exchange in which the girls reconcile their differences and agree to be friends. They may include Dale as part of the skit.
- Discuss similarities and differences in the context of student performances. What compelling reasons led the girls to make up?

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.3, 6.3; Speaking and Listening: Comprehension and Collaboration SL. 5.1, 5.2, 6.1

Day 2 · Fund-raiser

Mo has come up with a plan to raise a thousand dollars so Lavender can participate in the Sycamore 200.

Teachers:

- In groups, students will create their own fund-raising plans, which they will present to the class.
- The visual presentation should include a fundraising concept, the target donor, donation amounts, payment methods, date/time of event, number of volunteers and a list of necessary materials.

Technology Integration: Students can conduct online research and visit <http://www.amazingkids.org> and search “fund-raising ideas” to brainstorm fund-raising ideas.

**Correlates to Common Core Standards Writing: Research to Build and Present Knowledge W. 5.7, 6.7, 6.8; Speaking and Listening: Presentation of Knowledge and Ideas SL. 5.5, 6.5

Day 3 · Tracing the Money

One of the big breaks in the case came when it was revealed that Mr. Jesse was making large, anonymous donations to the church. As a result, Detective Starr, Deputy Marla and the Desperado Detectives are trying to trace the money to find out where it came from.

Teachers:

- Students will use magnifying glasses to study different denominations of paper money.
- Students will research the symbols, images and numbers that appear on paper bills.
- They will then draw and label the front and back of the assigned paper bill on poster board and report on it to the class.

Technology Integration: Students can visit <http://kids.usa.gov/money/> to read, watch videos and play games to learn about money.

**Correlates to Common Core Standards Writing: Research to Build and Present Knowledge W. 5.7, 6.7; Speaking and Listening: Presentation of Knowledge and Ideas SL. 5.4, 5.5, 6.4, 6.5

Day 4 · Pass the Envelope, Please

Teachers:

- Students will work in pairs to generate a discussion question related to chapters 12-17.
- Students will write the question on a note card and put it in an envelope.
- Gather students into a circle and put the envelopes in a small container in the middle of the circle.
- Students will draw questions from the envelopes and reflect on their answer with their partner. Once pairs have had a chance to share, the questions will be open for discussion with the rest of the class.

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 5.3, 6.1, 6.2, 6.3; Craft and Structure and Structure RL. 5.5, 5.6, 6.5, 6.6

Day 5 · Reading Reflections

- Students will maintain a reader’s response notebook in which they can record their ideas and responses to specific prompts.

Mo has a recurring dream in which she finds a message in a bottle from her Upstream Mother. The message always blurs away before she can read it. Compose a letter to Mo from her Upstream Mother. It should include information about how she found Mo’s message, who she is, where she lives, and her feelings toward Mo.

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. For homework or as a follow-up activity, ask students to comment on another student’s post.

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.2, 5.3, 6.2, 6.3; Writing: Text Types and Purposes W. 5.3, 6.3

★“What do you get when you combine *Because of Winn-Dixie*’s heart with the mystery and action of *Holes*?...a wickedly awesome tale of an 11-year-old girl with more spirit and gumption than folks twice her age. Mo LoBeau is destined to become a standout character in children’s fiction.” —*Kirkus*, starred review



Classroom Lesson Plans for *Three Times Lucky*

Week 4: Chapters 18–23

Day 1 · Wanted Poster

Mo and Dale learn that Plainclothes Phil is actually a bank robber named Slate, who is believed to have killed Mr. Jesse and kidnapped Miss Lana.

Teachers:

- Students will create a wanted poster for Slate using details from the story to accurately depict his appearance and any known information about his past.

Technology Integration: Students can use <http://www.glassgiant.com/wanted/> to generate a wanted poster online.

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.1, 6.1

Day 2 · Hurricane Precautions

There is a hurricane heading for Tupelo Landing and Miss Rose has asked the Mo and Dale to help with hurricane precautions.

Teachers:

- Students will research hurricanes to learn about how they form, when they can be expected and what damage they can cause.
- From this research, students should create a flier and present it to the class to educate their peers about safety precautions during this type of inclement weather.

Technology Integration: Students can conduct research using <http://www.weatherwizkids.com/weather-hurricane.htm>.

**Correlates to Common Core Standards Writing: Text Types and Purposes W. 5.2, 5.7, 6.2, 6.7

Day 3 · Mad for Mad Libs

Teachers:

- In groups of four, students will write a short summary of one of the chapters they have already read.
- After the teacher has approved the summaries, the students will erase at least 10 words and replace them with blank lines.
- Underneath each line, students should write the part of speech of the missing word.
- Groups will trade summaries and play Mad Libs. Students may read them aloud to class.

Technology Integration: Use <http://www.madlibs.com/createyourown.php> to generate Mad Libs on the computer.

**Correlates to Common Core Standards Language: Conventions of Standard English L. 5.1; Writing: Text Types and Purposes W. 5.2, 6.2, Reading Literature: Key Ideas and Details L. 5.2, 6.2

Day 4 · Predict the Ending

At this point in the story, Miss Lana is missing and Slate is demanding a ransom for her return. There is also a hurricane heading for Tupelo Landing. The ending of the story could go in many different directions.

Teachers:

- Students will collaborate with a partner to predict the final chapters. Students should categorize these predictions by the main characters, including Mo, the Colonel, Miss Lana, Dale and Slate.
- As students continue reading the story, they should revisit their predictions to validate their accuracy.

Technology Integration: For extra skill practice, review predicting as a reading strategy using http://www.harcourtschool.com/activity_collections_preview/predict_outcomes/3_predict.html.

**Correlates to Common Core Standards: Reading Literature: Key Ideas and Details RL. 5.1; Craft and Structure RL. 6.5

Day 5 · Reading Reflections

- Students will maintain a reader's response notebook in which they can record their ideas and responses to specific prompts.

Choice 1

Mo and Dale have a fight. Explain why Dale is angry with Mo. What important lesson does Mo learn from this argument? Use examples from the story to explain your thinking.

Choice 2

The Colonel told Mo: "When you feel lost, let the stars sing you to sleep. You'll always wake up new." What does he mean by this statement?

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. For homework or as a follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL 5.1, 5.2, 5.3, 6.1, 6.2, 6.3; Writing: Text Types and Purposes W 5.1, 6.1

★ "Here is a writer who has never met a metaphor or simile she couldn't put to good use...But it's Mo's wry humor that makes this first novel completely memorable." — *Publishers Weekly*, starred review



Classroom Lesson Plans for *Three Times Lucky*

Week 5: Chapters 24–29

Day 1 · Vocabulary Charades

Teachers:

- Each student selects an unfamiliar word from the text and locates the definition.
 - Students are responsible for teaching the new word to the class by sharing the definition and illustrating the word in some way. Students may choose to look up words on dictionary.com or visuwords.com.
 - Each word is collected and listed on the board.
 - Play charades! Students have to guess each word based on the actions of the actors.
Technology Integration: Teachers can create vocabulary lists using [spellingcity.com](http://www.spellingcity.com/spelling-games-vocabulary-games.html). <http://www.spellingcity.com/spelling-games-vocabulary-games.html>. Students can login to review word meanings through games and activities.
- **Correlates to Common Core Standards Reading Literature: Craft and Structure RL. 5.4, 6.4; Language: Vocabulary Acquisition and Use SL. 5.4, 6.4

Day 2 · Travel Brochure

Readers learn a lot about the story's setting, Tupelo Landing, as the plot develops.

Teachers:

- Using details from the story, students will create a travel brochure luring potential tourists to Tupelo Landing.
 - The travel brochure should include important information about locations and landmarks, activities, entertainment, restaurants and culture.
Technology Integration: Students can design their brochures using the guidelines and online printing press available at [http://www.readwritethink.org \(search travel brochure\)](http://www.readwritethink.org/search/travel-brochure)
- **Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.3; Craft and Structure RL. 6.5

Day 3 · Advertisement for the Tupelo Landing Café

Throughout the story, Sheila Turnage includes many descriptions of the Tupelo Landing Café and its patrons.

Teachers:

- Have students design an advertisement for the café to appear in the local newspaper. Students should include a picture of the café, menu offerings and special events held at the café.
 - Provide students with newspaper ads to use as models.
- **Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL. 5.3; Craft and Structure RL. 6.5

Day 4 · Crossword Craze

Teachers:

- Provide groups of students with chart-sized graph paper. Students will select 15 new vocabulary words from the story.
 - They will lay the words out in a crossword format, labeling the boxes numerically across and down (provide examples of crosswords as necessary).
 - On a separate sheet of paper, students will list synonyms or definitions for the vocabulary words that correlate with the crossword numbers.
 - Groups will exchange and solve the crosswords to review vocabulary from the story.
Technology Integration: Students can generate crossword puzzles using <http://www.crosswordpuzzlegames.com/create.html>.
- **Correlates to Common Core Standards Reading Literature: Craft and Structure RL. 5.4, 6.4; Language: Vocabulary Acquisition and Use L. 5.4, 6.4

Day 5 · Letter to Sheila Turnage

- Students will write a three-paragraph letter to Sheila Turnage.
 - In paragraph 1, students will introduce themselves and discuss their thoughts and feelings about the book.
 - In paragraph 2, students will ask Sheila Turnage questions they have left after finishing the story.
 - In paragraph 3, students will ask Sheila Turnage questions about her experience writing the story and about being an author.
 - Students should pair up and edit letters and revise their work before printing final copies to send.
Technology Integration: Students can type their letters using the ReadWriteThink website template: http://www.readwritethink.org/files/resources/interactives/letter_generator/
- **Correlates to Common Core Standards Writing: Text Types and Purposes W. 5.1, 5.2, 6.1, 6.2; Writing: Production and Distribution of Writing W. 5.4, 5.5, 5.6, 6.4, 6.5, 6.6



Classroom Lesson Plans for *Three Times Lucky*

Week 6: Wrap Up - Literature Circles (to be completed at the end of the book—five day lesson)

Literature Circles:

- Students will review the book in order to prepare to meet in literature circles to discuss vocabulary, imagery, inferences, and a summary of events.
- Divide students into groups of four.
- Assign each student the role of Word Wizard, Discussion Director, Literary Luminary, or Summarizer.
- The Word Wizard is responsible for finding ten new words in the story. The student will look up the definitions of these words and teach them to the rest of the group.
- The Discussion Director will come up with ten inferential questions to discuss with the group.
- The Literary Luminary will find specific passages that are meaningful or important. He or she will share those passages with the group. The group will discuss the importance of the passages.
- The Summarizer will retell the story in his or her own words.
- First, students will read and prepare for their individual responsibilities (2 days). Before meeting in literature circles, students will meet with the other people who were assigned the same role in order to compare notes (1 day).
- Lastly, students will meet in literature circles (2 days).

**Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL. 5.1, 5.2, 5.3, 6.1, 6.2, 6.3; Reading Literature: Craft and Structure RL, 5.4, 6.4; Language: Vocabulary Acquisition and Use, L 5.4, 5.5, 6.4, 6.5; Speaking and Listening: Comprehension and Collaboration SL 5.1, 5.2, 5.3, 6.1, 6.2, 6.3



The eagerly anticipated follow-up to the Newbery Honor-winner and *New York Times* bestseller, *Three Times Lucky*

Small towns have rules. One is, you got to stay who you are—no matter how many murders you solve.

When Miss Lana makes an Accidental Bid at the Tupelo auction and winds up the mortified owner of an old inn, she doesn't realize there's a ghost in the fine print. Naturally, Desperado Detective Agency (aka Mo and Dale) opens a paranormal division to solve the mystery of the ghost's identity. They've got to figure out who the ghost is so they can interview it for their history assignment (extra credit). But Mo and Dale start to realize that the Inn isn't the only haunted place in Tupelo Landing. People can also be haunted by their own past. As Mo and Dale handily track down the truth about the ghost (with some help from the new kid in town), they discover the truth about a great many other people, too.

A laugh out loud, ghostly, Southern mystery that can be enjoyed by readers visiting Tupelo Landing for the first time, as well as those who are old friends of Mo and Dale.

★ "The perspicacious Mo LoBeau is at it again! . . . humor and action abound."—*School Library Journal*, starred review

★ "Just as its predecessor did, this sequel shines thanks to Turnage's deft, lyrical language and engaging characters."—*Kirkus Reviews*, starred review

★ "Turnage's ability to create convincing characters and her colorful use of language combine to make this a fresh, droll, rewarding trip to Tupelo Landing."—*Booklist*, starred review

★ "The budding detective has clearly taken to heart something her foster mother always emphasizes: 'All the world's a stage, sugar, so hop on up there.'"—*Publishers Weekly*, starred review



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