



A Curriculum Guide to
Ada Lace Gets Famous
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About the Book

After Ada Lace learns her school lacks money for supplies, she and her friends Nina and Tycho decide to help. Ada and Tycho had been taking things apart and putting them back together, so Tycho suggests the idea to make and post how-to videos to raise money from the online views to give to the school. The project evolves with the help of Milton and his ability to break items for Ada to repair, until Ada is edged out of her own project by the popularity of the videos starring Milton and the success of the fundraising for the school.

However, Ada comes to realize she has to be herself, and with the help of Tycho, turns her interests to repairing tablets for distribution to kids who need them. Nina and Milton reach out to Ada as their video views drop off, and they join Ada to help with the tablets restoration. A school fair provides an answer to Ada's efforts to increase the number of tablets they can fix and pass out to students who need them, and their project grows into a success.

The following questions may be used with Ada Lace Gets Famous as group discussions and reflection. During the discussions, ask the students to give specific examples from the books to support their answers and reasons.

Discussion Questions

1. Why did Ada give her robot, George, an update? What did her dad call the update?
2. Ada attended the Egghead Camp for two weeks during the summer. What does *egghead* mean, and do you care for the term? Why or why not?
3. Why did Ada change the words “used laptops” to “well-loved laptops”?
4. What problem was the school having with providing the students with supplies? How did this affect some of the story’s characters?
5. Why is it a good idea to get someone’s permission before posting their picture on the internet?
6. Ada’s dad said, “Don’t let perfection prevent completion!” and Ada followed his advice. (Chapter two) What does that statement mean, and how did Ada apply it?
7. What was Ada’s plan to help the school get more supplies, and how did it work out at first?
8. How was Ada able to show her video to so many people?
9. How did Nina help Ada improve her videos? What was the result?
10. Why did Elliott offer to give his tablet to Tanya?
11. How did Milton become involved in the videos Ada and Nina were making, and how did this affect the views?
12. Ada tried making herself more interesting by adding pom-poms to her look, but Nina told Ada just to be herself. Is it ever okay to try to change yourself to get people to like you more? Explain your thoughts.
13. Ada felt left out after she wasn’t invited to the birthday party that Milton and Nina were attending, and she said she felt like a third wheel. What does the expression “third wheel” mean, and how did it apply to Ada in this situation? (Chapter four)
14. Was Ada’s video idea successful? Explain your answer. What did it turn into? How did that happen?
15. What part did Tycho play in Ada’s change from video repairs to something else? What was it, and how did he help?

16. How had Ada helped the Girl Scouts she later met?
17. Why is the title of chapter six “Hopeful Tablets”? Explain your thoughts.
18. How did Ada’s new project of repairing tablets grow? How did Nina and Milton get involved?
19. What was the purpose of the Hopeful Tablets Fair? Was it a good idea? Why do you think so?
20. Why do you think they wanted the Hopeful Tablets Fair at the library? What does a library provide other than books? Have you ever been to a public library?
21. Describe the story to a friend, making sure to include the most important parts of the plot.
22. Would you like to become famous for something you did? What would you like to be famous for, if yes? Explain your answer.
23. Would you like to repair tablets or organize a fundraising fair? Why?
24. Compare *Ada Lace Gets Famous* to one of the other Ada Lace books you’ve read.

Extension Activities

- Design your own fundraising fair. Determine where it would be located and decide what types of games and food you would have there. Figure out how much you would charge for tickets and what cause you would raise money for. Design a poster to promote your fair.
- Make a how-to educational video of your own. Select a technology or game that you think would be fun to teach others about. Discuss with your teacher or parent what your video would focus on, then think about what to say, and write a script for it. Have a friend or family member record you demonstrating how to do your predetermined task. Then demonstrate it and show your video to friends.
- Donating tablets was one way to help kids in the community whose families don’t have the money to purchase one. What are some other ways you could help kids in your community who may need food, school supplies, clothing, and other items?
- Draw an example of a robot you would like to design. What will your robot look like? What will it do? Point out the features on your design drawing.
- Use a digital camera or phone camera to take different pictures of yourself in various kinds of lighting. Try eight to ten photos with a variety of lights, such as outside, under a

lamp, in the shade, and using any other lighting you can think of. Identify your best lighting for a good photo. Discuss how lighting can affect the “mood” of a picture.

Consider reviewing a photography video such as this one:

<https://www.youtube.com/watch?v=NoKjJOb2OsM>

- Grandma Gert wrote her card to Ada in cursive. Teach yourself to write cursive using this website lesson.

<https://www.dublinisd.us/cms/lib/TX21000345/Centricity/Domain/489/Cursive%20writing%20practice.pdf>

- Who is Juliette Gordon Low and what did she have to do with Girl Scouts? Read about how Girl Scout cookies got started. Create a timeline for the development of the Girl Scouts and their cookie sales. <https://www.girlscouts.org/en/cookies/about-girl-scout-cookies/cookie-history.html>

- Mr. Peebles points out a Corinthian column on the old library when he rides the bus with Ada and Tycho to get tablet repairing supplies. (Chapter five) Explore Corinthian columns. Use this website to get started. <https://www.aoc.gov/explore-capitol-campus/art/corinthian-columns>. Then design and draw your own Corinthian column. If you need to, watch this video that will show you how to get started.

https://www.youtube.com/watch?v=3ttaMJ3_ZhU

This curriculum guide was prepared by Shirley Duke. She is a former science teacher and author of many science books for children and a freelance science writer.

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Standards

The discussion questions and activities address these Common Core State Standards:

Grade 1: RL.1.1, RL.1.2, RL.1.9

RI.1.1, RI.1.3, RI.1.9

SL.1.1, SL.1.2, SL.1.3, SL.1.5

Grade 2: RL.2.1, RL.2.3, RL.2.9
RI.2.1, RI.2.3, RI.2.4, RI.2.9,
SL.2.1, SL.2.2, SL.2.4

Grade 3: RL.3.1, RL.3.3, RL.3.4, RL.3.9
RI.3.1, RI.3.2, RI.3.3, RI.3.4
SL.3.1, SL.3.2, SL.3.4

Grade 4: RL.4.1, RI.4.3, RL.4.4, RI.4.7
RI.4.1, RI.4.3, RI.4.4
SL.4.1, SL.4.2, SL.4.4

Grade 5: RL.5.1, RL.5.3, RL.5.4
RI.5.1, .RI.5.2, RI.5.3, .RI.5.4
SL.5.1, SL.5.3, SL.5.5

The discussion questions and activities address these Next Generation Science Standards:

Grade K: ETS1.A: Defining Engineering Problems ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions
ETS1.A: Defining and Delimiting an Engineering Problem ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems.

ETS1.B: Developing Possible Solutions ▪ Designs can be conveyed through sketches, drawings, or physical models.
Developing and Using Models-Modeling in K–2 builds on prior experiences and progresses to include using and developing models

Grade 1: PS4.C: Information Technologies and Instrumentation ▪ People also use a variety of devices to communicate (send and receive information) over long distances.

Grade 2: ETS1.B: Developing Possible Solutions ▪ Designs can be conveyed through sketches, drawings, or physical models.

ETS1.C: Optimizing the Design Solution ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

ETS1.A: Defining and Delimiting Engineering Problems ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems

ETS1.B: Developing Possible Solutions ▪ Designs can be conveyed through sketches, drawings, or physical models
Developing and Using Model-Modeling in K–2 builds on prior experiences and progresses to include using and developing models

Grade 3: Influence of Science, Engineering and Technology on Society and the Natural World □ Engineers improve existing technologies or develop new ones

Grade 4: ETS1.A: Defining Engineering Problems □ Possible solutions to a problem are limited by available materials and resources (constraints).

PS4.C: Information Technologies and Instrumentation □ Digitized information can be transmitted over long distances without significant degradation.

ETS1.B: Designing Solutions to Engineering Problems □ Testing a solution involves investigating how well it performs under a range of likely conditions.

Grade 5: Developing and Using Models-Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

ETS1.A: Defining and Delimiting Engineering Problems □ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria).