

# Lesson Plan

## Not So Different

By Shane Burcaw

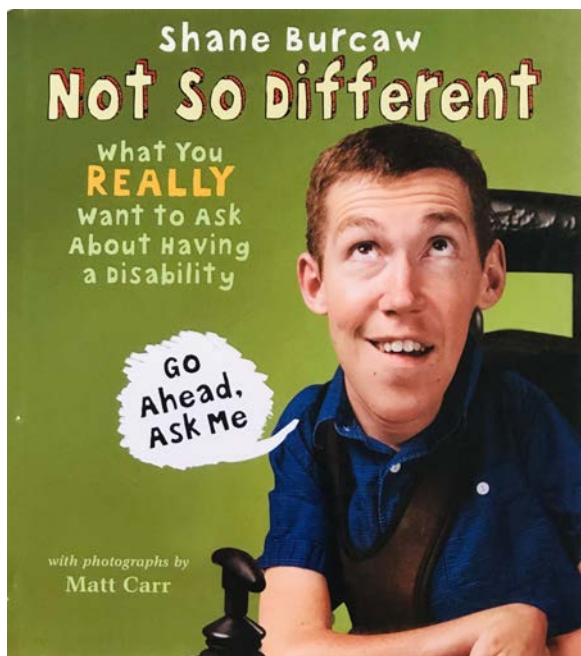
With photographs by Matt Carr

**Lesson:** Reducing stigma and fear, normalizing everyday things.

**Curriculum Connection:** Language Arts

**Grade Level:** Grades 3 - 5

**Time:** Approximately 50 minutes X 2



### Lesson Snapshot

*Not So Different* offers a humorous, relatable, and refreshingly honest glimpse into Shane Burcaw's life. Shane tackles many of the mundane and quirky questions that he's often asked about living with a disability, and shows readers that he's just as approachable, friendly, and funny as anyone else.

**This is a large class read-aloud book.** The lesson plan activities have been adapted to suit this style of lesson. As you read, invite students to write questions they would ask Shane during a virtual author visit. **Your school has a 20-minute scheduled Skype session as the key Follow-Up Activity.**

### About the Book

Shane Burcaw was born with a rare disease called Spinal Muscular Atrophy, which hinders his muscles' growth. As a result, his body hasn't grown bigger and stronger as he's gotten older—it's gotten smaller and weaker instead. This hasn't stopped him from doing the things he enjoys (like eating pizza and playing sports and video games) with the people he loves, but it does mean that he routinely relies on his friends and family for help with everything from brushing his teeth to rolling over in bed.

### Success Criteria

Use any co-created success criteria that would be relevant during your guided reading lessons. Or you can generate new criteria based on your Learning Goals for the lesson as guided by your Course Outlines or Long-Range Plans.

### Curriculum Expectations

See side-by-side Selected Reading Expectations Chart for each grade level.

### Materials

- Classroom copy of *Not So Different*
- iPad or laptop
- Document camera, Smartboard, LCD projector, audio source
- Chart paper, markers, sticky notes, pencils

## Lesson Details

### BEFORE READING

1. Share the Learning Goal for today's lesson and develop Success Criteria.
2. Ask students what they may already know about Spinal Muscular Atrophy, or SMA for Short. Record responses on chart paper, Smart board or whiteboard. You could construct a K-W-L Chart for this task.
3. Ask the class to brainstorm a list of things they can do independently, such as eat, get up at night for a drink of water or to use the bathroom, brush their hair, etc. Then ask them to consider what it would be like if you needed help to perform these tasks. How would they feel? What would it be like for those helping them?

### DURING READING

1. The **Watch For New Vocabulary** section in the Student Workbook is a place for students to record new terms before or during reading. Students can record unfamiliar words on sticky notes or write them directly into the space provided.

Assign routine 'Word Work' activities your students are familiar with using the new terms from the text as you cycle through your literacy centres or reading program schedule.

Possible new vocabulary from the text: Spinal Muscular Atrophy, disease, proteins, scientists, possibilities, progressive, enormous, handsome, ridiculous, uncomfortable, motorized, wheelchair, joystick, controller, handlebars, compartment, boosters, preventers, wheelie, expensive, impossible, accessible, equipped, tackling, participate, occasionally.

2. Consider using a document camera to share the photos in the book as you read to the class so students can have a better chance to see the pages. Otherwise, you can make it available to pass around at a later time.

Let students know they will have a chance to meet the author during a Skype visit and they can record their own questions they may want to ask on Post-it notes or 'GOOS' (Good On Other Side) paper from your recycle.

### AFTER READING

1. Connect your LCD projector and audio to watch the 5 minute NBC news story about Shane and his girlfriend. It is located in the 'Other Stories' hub of our website. It is called: **Shane Burcaw and Hannah Alyward: Their Romance.**

You can ask students to respond to the video. Questions you can pose could include: How would it feel to be offered a kids menu when you are clearly much older? Has anyone ever made unfair conclusions or assumptions about your abilities? How did you react?

2. Have students submit their questions to you before the Skype session. It is advised you take time to screen the questions first to avoid duplication and to ensure your class has a rich, thoughtful discussion with Shane. It will be 20 minutes in length, so not all students will have a chance to ask a question. Shane has asked for this time frame as he can tire quickly. Once you've selected the questions, have students rehearse before the Skype session.

Information about how to connect with Shane will be shared directly with you. Please speak to support staff or other teachers to organize the required technology if you are unfamiliar with Skype.

### FOLLOW-UP ACTIVITIES

1. Have students draft a response to ReadAble's Twitter campaign #CanYouImagine for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, can make the post according to your classroom policy. Feel free to take pictures of your students engaging with each title.

2. Prepare for your scheduled Skype session. Organize technology and the space to ensure adequate audio and visual reception.

3. Assign students to write a summary using the pages of the 'Summary Section' in the Student Workbook. (See examples provided for both fiction and non-fiction, or use anchor charts your students are currently using for this skill.)

Sticker "Badges" can be given after students complete their summary. **Your classroom kit provided a sheet of sticker badges/student (each book has a specific badge.)**

4. There are a variety of mobility issues located in the 'Other Stories' hub. Students can be given time to make connections and respond after viewing them. See "Other Stories" titles noted.

5. Students could make posters using the hashtag #CanYouImagine based on their experience of reading the book and viewing the "Other Stories". Alternatively, they can make posts on Twitter (with your supervision) to engage other classrooms in further discussion.

THE READABLEFEST WEBSITE  
LINKS TO “OTHER STORIES”



**Shane Burcaw and Hannah Alyward: Their Romance**



**We Carry Kevan**



**Kids interview a Teen with a Chronic disease**



**Beauty Ad Featuring Girl in Wheelchair**



**A Teen copes with a rare “vanishing bone” disease**



**Born Without Limbs**



**This Might be the Coolest Halloween Costume Ever**