

1 without anything underneath. After
g my air supply and range of motion
ix layers, I was amazed at how much
arms. I felt like dancing for the first time
alized what I really looked like at this
ble, and frustrated puffed up, burning up
because I hated my nickname?
ized I'd left my bundle of wet clothes
this as a sign. My days of wearing extra
r. Had Sarah fallen for the padded me,
one else. Besides, winter wasn't going
aldn't just revert back to wearing just
normal human being come spring. The
appearance would be the equivalent of a
aw on, I was going to just be me.
*I'm not disgustingly thin, I constantly
ry. I'm lean and mean.
; again. There's a party tonight, and my
'to pick me up. I don't know what to wear,
at outfits on the floor as if they're chalk
r horn honks ten minutes later and I still
outfit. Maybe I'll just wear all of them.*

ses high fever and bleeding.



rs

n **Aha Moment** to show that a character
i something important.
12 aloud. Ask: Does Dave feel better
d good in all the layers? (no) Will he wear
es in paragraph 12. Use these sentence
Aha Moment: *Dave feels better because he*

Part A

What do Dave's actions in the story suggest? Select the best answer.

- A He wants quick results in spite of his natural thinness.
- B He is disciplined and determined to reach his goal.
- C He is strong and healthy but not very athletic.
- D He cares about his health as much as his image.

Part B

Select two sentences that support the answer to Part A.

- A "For the rest of fall, I did countless push-ups and curled free weights until I couldn't bend my arms." (paragraph 2)
- B "... I'd find a bathroom so I could take off my shirt and flex in the mirror for a couple of minutes." (paragraph 3)
- C "I couldn't even feel her squeezing them." (paragraph 11)
- D "My buttockdowns were so tight... it looked like I had a goiter on my shoulder or something." (paragraph 6)
- E "I've always been skinny." (paragraph 1)



Heartbeat

misconceptions and review specific parts of the story as needed.

- Tell students to consider adding details from their discussions to their **Response Logs**.

What if My Students Don't Get It?

IF students don't pick up on the sarcasm and humor in Dave's last statement, **THEN** have them review details in paragraph 12 that reveal when he took layering much more seriously. You might use the **Summary with Targeted Passages** to give students extra support.

Assessment Practice



Answers

- 1. **Part A:** B
- Part B:** A, B

if students answer any question incorrectly, have them reread the text to confirm their understanding. Then they may proceed to **Analyze the Text** on page 108.

DIFFERENTIATED INSTRUCTION
Scaffolding for English Learners

Oral Assessment Use the following questions to assess students' listening comprehension and speaking skills:

► **Moderate**

- 1. What details tell about what Dave does to look bigger? (*He exercises a lot and eats a lot of food.*) What do the details tell the reader about Dave? (*The details tell the reader that he works hard.*)

- 2. What does Dave realize at the party? (*It is more important to be himself.*)
- 3. What does Dave struggle with throughout the story? (*He struggles with accepting the way he looks.*)