<table>
<thead>
<tr>
<th><strong>Collaborate</strong></th>
<th>to work with another person or group in order to achieve something</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribute</strong></td>
<td>to offer opinions or advice in a meeting or discussion</td>
</tr>
<tr>
<td><strong>Engage</strong></td>
<td>to involve somebody in an activity, or become involved or take part in an activity</td>
</tr>
<tr>
<td><strong>Elaborate</strong></td>
<td>to go into greater detail about something that has already been spoken about or described in broad terms</td>
</tr>
<tr>
<td><strong>Enhance</strong></td>
<td>to improve or add to the strength, worth, beauty, or other desirable quality of something</td>
</tr>
<tr>
<td><strong>Articulate</strong></td>
<td>to express thoughts, ideas, or feelings coherently</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
<td>to give an account of something by giving details of its characteristics</td>
</tr>
<tr>
<td>Respond</td>
<td>to act, say, or do something in reaction to something else</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Infer</td>
<td>to come to a conclusion or form an opinion about something on the basis of evidence or reasoning</td>
</tr>
<tr>
<td>Analyze</td>
<td>to examine something in great detail in order to understand it better or discover more about it</td>
</tr>
<tr>
<td>Examine</td>
<td>to inspect or study somebody or something in detail</td>
</tr>
<tr>
<td>Probe</td>
<td>to conduct a thorough investigation of something</td>
</tr>
<tr>
<td>Acquire</td>
<td>to learn or develop something</td>
</tr>
<tr>
<td>Search</td>
<td>to discover, come to know, or find something by examination</td>
</tr>
<tr>
<td><strong>Compile</strong></td>
<td>to bring things together from various places to form a whole</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Cite</strong></td>
<td>to mention something or somebody as an example to support an argument or help explain what is being said</td>
</tr>
<tr>
<td><strong>Synthesize</strong></td>
<td>to combine different ideas, influences, or objects into a new whole, or be combined in this way</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>a spoken or written comment that either specifically mentions or calls attention to somebody or something or is intended to bring somebody or something to mind</td>
</tr>
</tbody>
</table>
"Ready?"
"Ready."
"Now?"
"Soon."
"Do the scientists really know? Will it happen today, will it?"
"Look, look; see for yourself!"
The children pressed to each other like so many roses, so many weeds, intermixed,
peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"
"Yes, yes!"

Margot stood apart from them, from these children who could ever remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it: I think the sun is a flower, That blooms for just one hour. That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys.

"I did," said Margot. "I did."
"William!" said the teacher.

But that was yesterday. Now the rain was slackening, and the children were crushed in the great thick windows.

Where's teacher?"
"She'll be back."
"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes. Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth.
and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

“What’re you looking at?” said William.

Margot said nothing.

“Speak when you’re spoken to.”

He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was.

But Margot remembered.

“It’s like a penny,” she said once, eyes closed.

“No it’s not!” the children cried.

“It’s like a fire,” she said, “in the stove.”

“You’re lying, you don’t remember I!” cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had clenched her hands to her ears and over her head, screaming the water mustn’t touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons of big and little consequence. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

“Get away!” The boy gave her another push. “What’re you waiting for?”

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

“Well, don’t wait around here I!” cried the boy savagely. “You won’t see nothing!”

Her lips moved.

“Nothing I!” he cried. “It was all a joke, wasn’t it?” He turned to the other children.

“Nothing’s happening today. Is it?”

They all blinked at him and then, understanding, laughed and shook their heads.

“Nothing, nothing I!”

“Oh, but,” Margot whispered, her eyes helpless. “But this is the day, the scientists
predict, they say, they know, the sun..."

"All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before the teacher comes!"

"No," said Margot, falling back.

They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, the turned and went out and back down the tunnel, just as the teacher arrived.

"Ready, children?" She glanced at her watch.

"Yes!" said everyone.

"Are we all here?"

"Yes!"

The rain slackened still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and repercussions and thunders, and then, second, ripped the film from the projector and inserted in its place a beautiful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart.

The door slid back and the smell of the silent, waiting world came in to them.

The sun came out.

It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling into the springtime.

"Now, don't go too far," called the teacher after them. "You've only two hours, you know. You wouldn't want to get caught out!"

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

"Oh, it's better than the sun lamps, isn't it?"

"Much, much better!"

They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it. It was a nest of octopi, clustering up great arms of fleshlike weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them resilient and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they
squinted at the sun until the tears ran down their faces; they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then -

In the midst of their running one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

"Oh, look, look," she said, trembling.

They came slowly to look at her opened palm.

In the center of it, cupped and huge, was a single raindrop. She began to cry, looking at it. They glanced quietly at the sun.

"Oh. Oh."

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cold around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

"Will it be seven more years?"

"Yes. Seven."

Then one of them gave a little cry.

"Margot!"

"What?"

"She's still in the closet where we locked her."

"Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other’s glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

"Margot."

One of the girls said, "Well...?"

No one moved.

"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.
**Literature Circle Reading Journal**

Name: __________________________ Book: __________________________ Chapters: ________________

**Essential Questions:**
1. How can being different be dangerous?
2. When is it ok to different, and when should you follow the crowd?
3. How much do norms control us, and how much do we control/create/contribute to the norms?
4. What is bullying, and who is accountable for the actions of bullies?
5. What makes somebody feel like they have the power to be themselves?

**Directions:** In the dialectical journal below, record passages that relate or connect the essential questions for this unit. After recording your passages, complete a detailed response for each. Finally, prepare questions that relate to the passages you have chosen and will help lead your literature circle discussion. Finally, complete the "Word Wall" with vocabulary you identify as you read.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format correctly with quotation marks and page #! Write the number of the essential question above you think the passage reflects or relates to.</td>
<td>Why is this passage important? What does it reveal about the characters or themes of this novel? How does help develop plot or characters? What questions does this passage make you ask as a reader?</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 
Questions

1.

2.

3.

Word Wall

1. In the table below, identify three significant, surprising, descriptive, or unfamiliar words from your reading. Include the page number for each word, then copy the sentence from the book in which the word appears.

<table>
<thead>
<tr>
<th>WORD</th>
<th>PAGE #</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Re-read the sentence in which the word appears. Use context clues or a dictionary to identify and record a definition. Then, consider why the author chose this particular word, and explain the impact the word has on the meaning, tone, mood, or style of the story.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>How does the word impact or add to the meaning, tone, mood, or style of the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Element</td>
<td>Level</td>
<td>Level</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>Organized, not easily legible</td>
<td>Legible, neat and easy to read</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>Could promote conversation</td>
<td>Higher order thinking</td>
</tr>
<tr>
<td><strong>Interpretation/Commentary</strong></td>
<td>Followed</td>
<td>Directions are followed</td>
</tr>
<tr>
<td><strong>Commentary Involves</strong></td>
<td>Connection to theme</td>
<td>Connections to themes</td>
</tr>
<tr>
<td><strong>Literary Elements</strong></td>
<td>Includes some identification</td>
<td>Includes discussion of literary elements; does not include literary elements; has virtually no meaningful contribution to meaning</td>
</tr>
<tr>
<td><strong>Selection of Details</strong></td>
<td>Few meaningful details</td>
<td>Meaningful details</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>Organized, but difficult to read</td>
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<td>Few meaningful details</td>
<td>Meaningful details</td>
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</tbody>
</table>
Accountable Talk Stems

Agreement
"I agree with _____ because ______.
"I like what _____ said because ______.
"I agree with ______; but on the other hand, ______.

Disagreement
"I disagree with ______ because ______.
"I'm not sure I agree with what _____ said because ______.
"I can see that ______; however, I disagree with (or can't see) ______.

Clarifications
"Could you please repeat that for me?"
Paraphrase what you heard and ask, "Could you explain a bit more, please?"
"I'm not sure I understood you when you said ______. Could you say more about that?"
"What's your evidence?"
"How does that support our work/mission at ______?"

Confirmation
"I think ______."
"I believe ______."

Confusion
"I don't understand ______."
"I am confused about ______."

Extension
"I was thinking about what _____ said, and I was wondering what if ______.
"This makes me think ______.
"I want to know more about ______.
"Now I am wondering ______.
"Can you tell me more about ______?"
# Literature Circles: Individual Evaluation Checklist

**Student:** ________________________  **Lit Circle Group:** ________________________

<table>
<thead>
<tr>
<th>Criteria for Success in my Literature Circle Discussion</th>
<th>Meets Criteria 3 points</th>
<th>Partially Meets Criteria 2 points</th>
<th>Does Not Meet Criteria 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had my materials ready (novel and reading journal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I came to class prepared and ready to work with my reading journal completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I completed my assigned reading in time for the Lit Circle Discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stayed on task and did not distract my team members during our discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spoke frequently and shared my ideas during our meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I helped direct the discussion by asking important questions from my reading journal, or that I that I came up with during the discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I backed up my contributions with page numbers and quotations (textual evidence) when appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I responded in a polite and positive manner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encouraged my team members to participate in a positive way.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I took initiative to try to make this the best discussion it can be.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE:** /30 points

I helped make this discussion better by _____________________________.

Next time, I can improve my role in the discussion by _____________________________.

Which "mental operations did you use to prepare for and participate in the literature circle discussions?"

<table>
<thead>
<tr>
<th>Collaborate</th>
<th>Contribute</th>
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<tr>
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<td>Synthesize</td>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Literature Circle Evaluation Sheet

Literature circles involve working as part of a team. In order to be an active part of a group, everyone must share their ideas, encourage one another and talk! Learning is not always done on your own at a desk; you can learn from your peers. As a result, this mark is a group mark and it will give your group a chance to talk about everyone in the group is working together now, how you can improve and what you need to do next time in order to work better together.

Book Title: _______________________
Group Members: _______________________

<table>
<thead>
<tr>
<th>Criteria for Success</th>
<th>Needs Improvement 1 points</th>
<th>Adequate 2 points</th>
<th>Excellent 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group members were prepared with novels and reading journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members stayed on task during the discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group focused on discussion, and did not distract other groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each group member actively participated in the discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members positively encouraged each other.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each group member fulfilled his/her reading journal was able to contribute.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was evident that each group member was read to participate and had done the necessary work.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Group listened attentively to one another.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Group exhibited good discussion skills (eye contact, volume, appropriate responses, no interrupting).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas were clearly explained and supported with textual references.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody in the group asked questions to help move the discussion forward.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

What do we do well as a group?

What do we need to do to work better together?

TOTAL SCORE: ________/30 Points
Parenting a Bully: What Are the Responsibilities?

by Damien Steiner

Parents may not realize that their child is a bully. It can be a difficult truth to learn no matter who delivers the news, be it a teacher, a friend, a family member, or a bullied child’s parent. The bully’s parents may protest and may be unable at first to acknowledge the truth.

Once parents have accepted the problem, there are ways to work with their child. It can be helpful to have a school counselor or mental health professional provide suggestions for how to deal with the situation, which may include having a direct conversation with their child. Bullies usually have a reason for their behavior. They may have seen another person act like a bully to get something she wanted, they may be feeling insecure and bullying is a way for them to ask for help, or they may have been bullied themselves and are acting out in response. Parents should have an open dialogue with their child and create an environment in which the child feels he can share what he is feeling without judgment.

Even if the bullying does not stem from any one source, there are steps that can be taken to help the child. Both parents and school officials can monitor the child to prevent further bullying. Parents can withdraw certain privileges when they learn of bullying behavior, but replace these privileges with positive activities, such as limiting time online in order to help an elderly neighbor. Developing strategies for dealing with angry feelings is another way to avoid bullying behavior in future.

Bullies can begin to make amends by apologizing to those they have bullied or by doing something helpful for them. Parents can act as positive role models for their child. Being
a role model provides the child with someone to look up to. Teaching leadership skills is another way to direct energy in a positive way.

As of October 2010, 47 states in the U.S. had anti-bullying laws. These anti-bullying laws are seen as a preventative measure, but the specifics of these laws vary from state to state. Anti-bullying laws apply to both bullying in person, as well as cyberbullying, which is bullying on the computer or over the phone. If an act of bullying is committed over the phone or on the computer, parents can be held legally responsible for their child's actions.

Anti-bullying laws can require parents of minors who are bullies to pay juvenile court fees or monetary damages in civil suits for emotional distress to the victim. However, sometimes these laws may land them in jail. In California, parents can be imprisoned for failure to exercise appropriate supervision over their children.
Guidelines for Participation in Philosophical Chairs

1. Be sure you understand the central statement or topic before the discussion begins.

2. Read your opening statement carefully.

3. Listen to the person who is speaking.

4. Understand the person’s point of view, seeking to understand his/her arguments even if you don’t agree.

5. Contribute your own thoughts, offering your reasons as succinctly as possible.

6. Respond to statements only, not to the person giving it.

7. Change your mind about the statement as new information or reasoning is presented.

8. Move to the opposite side or to the undecided chairs as your thinking grows and changes.

9. Support the discussion by maintaining order and contributing constructive comments.

10. Summarize the main ideas presented on all sides.

11. Reflect on the experience during the closing activity.

Adapted from The San Diego County Office of Education. Retrieved from http://www.sdoce.net/ldet/avid/Resources/Philosophical_Chairs.pdf
Philosophical Chairs Report

Directions: Provide a written reflection of the philosophical activity you participated in during class. Be sure you include the following points in your reflection:

- The statement discussed
- The arguments for the statement
- The arguments against the statement
- Your position and the reasons that support this position
- Whether or not you changed your mind during the activity, which arguments swayed your thinking, and why
Philosophical Chairs
Evaluation/Reflection

1. What was the most frustrating part of today’s activity?

2. What was the most successful part of today’s activity? (What did I learn the most from in the discussion?)

3. What statements led you to change your seat or to remain sitting in your original position?

4. What conclusions can you draw about how you formed your beliefs based on today’s activity?

5. What would you change about your participation in today’s activity? Do you wish you had said something that you did not? Did you think about changing seats but didn’t? Explain.
Write the character's name, as well as a sketch of the character in the diamond box above.

Thoughts

How does the character act? What do they do? Use actions.

Speech/Speech Sayings

What does the character say? How do they speak? Use textual evidence to support your response.

Feelings

How does the character feel? Or seem to feel? Use textual evidence to support your response.

Responsil

Textual evidence to support your response.

Name:

Date:

Period:
The Road Not Taken
Robert Frost, 1874 - 1963

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.
She sees them walking in a straight line, that's not really her style.
And they all got the same heartbeat, but hers is falling behind.
Nothing in this world could ever bring them down.
Yeah, they're invincible, and she's just in the background.
And she says,

"I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to fit in.
I wish that I could be like the cool kids, like the cool kids."

He sees them talking with a big smile, but they haven't got a clue.
Yeah, they're living the good life, can't see what he is going through.
They're driving fast cars, but they don't know where they're going.
In the fast lane, living life without knowing.
And he says,

"I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to fit in.
I wish that I could be like the cool kids, like the cool kids.
I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to get it.
I wish that I could be like the cool kids, like the cool kids."

And they said,
"I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to fit in.
I wish that I could be like the cool kids, like the cool kids.
I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to fit in.
I wish that I could be like the cool kids, like the cool kids.
I wish that I could be like the cool kids,
'Cause all the cool kids, they seem to get it.
I wish that I could be like the cool kids, like the cool kids."

Whoa [3x]

Like the cool kids
In a moment, everything can change,
Feel the wind on your shoulder,
For a minute, all the world can wait,
Let go of your yesterday.

Can you hear it calling?
Can you feel it in your soul?
Can you trust this longing?
And take control,

Fly
Open up the part of you that wants to hide away
You can shine,
Forget about the reasons why you can't in life,
And start to try, cause it's your time,
Time to fly.

All your worries, leave them somewhere else,
Find a dream you can follow,
Reach for something, when there's nothing left,
And the world's feeling hollow.

Can you hear it calling?
Can you feel it in your soul?
Can you trust this longing?
And take control,

Fly
Open up the part of you that wants to hide away
You can shine,
Forget about the reasons why you can't in life,
And start to try, cause it's your time,
Time to fly.

And when you're down and feel alone,
Just want to run away,
Trust yourself and don't give up,
You know you better than anyone else,

In a moment, everything can change,
Feel the wind on your shoulder,
For a minute, all the world can wait,
Let go of yesterday,

Fly
Open up the part of you that wants to hide away
You can shine,
Forget about the reasons why you can't in life,
And start to try,
Fly
Forget about the reasons why you can't in life,
And start to try, cause it's your time,
Time to fly.

In a moment, everything can change.