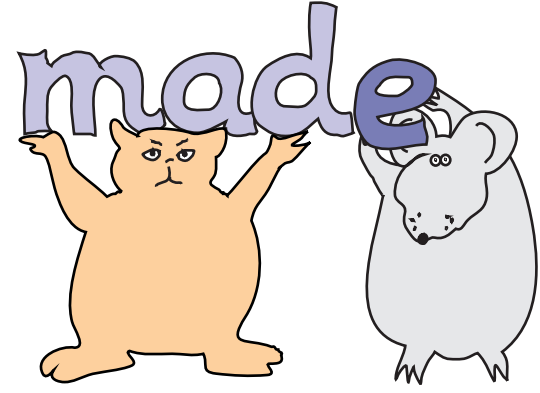


Book Nine

Intermediate Long Vowels



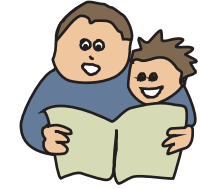
Written and illustrated by

Miz Katz N. Ratz

A Progressive Phonics™ book

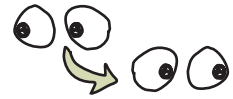
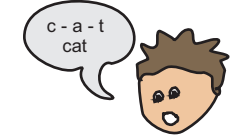
Copyright (c) 2004, 2005 by Miz Katz N. Ratz, patent pending

Quick Start Guide



Read the book WITH your child. You read the “regular” text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



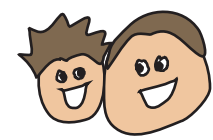
Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Body builders don't train in a day, neither does a child.



If your child is having difficulty, he/she might need more practice with the alphabet. Get a fun book about the alphabet and read that lots of times. Then come back to Progressive Phonics.

And most important of all, HAVE FUN!



Quick Start Guide Part Two

Words that a child should be able to read by now are printed with BLUE ink – if your child can't read them easily, go back and review the earlier books.

The new words being learned are “big, red words”.

My cat is **black**, as **black** as night – except for **his back**, which is white as white.

Words or grammatical constructions that a child has not learned yet are written in black ink. **These words are supposed to be read by the parent/teacher. ****

** Your child can try to read them, but don't worry too much about them – they are taught later, either in upcoming Progressive Phonics books, or in spelling or grammar at school.

Book 9 Table of Contents

- Page 3 Intro to vowels and consonants
- Page 7 The naughty e” (“silent e” rule)
- Page 23 End-of-word long vowels (we, me, no, so, do, to, etc.)
- Page 30 The tricky letter “y” (the letter “y” as a vowel, as in my, sky, try, etc.)
- Page 31 Two vowels together (“When two vowels go walking...” – ai, ay, ee, ea, oa, oe, and ue.) (Note: the many variations of this rule are taught in a later book.)

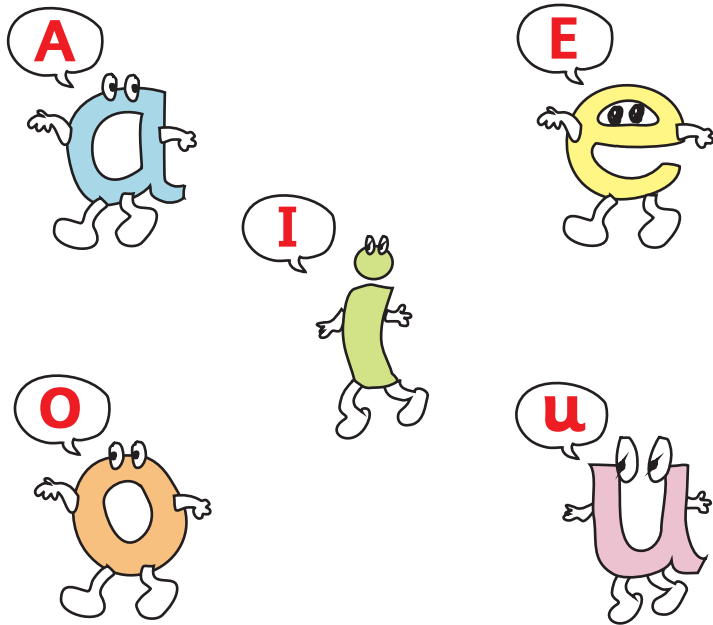
What are vowels?

Note! You read pages like this TO your child.
(All pages with this “ear” on it are read TO the child; the “ear” means that the child is supposed to listen.)



There are two kinds of letters in the alphabet – vowels and consonants.

The vowels are A, E, I, O and U – say them after me:

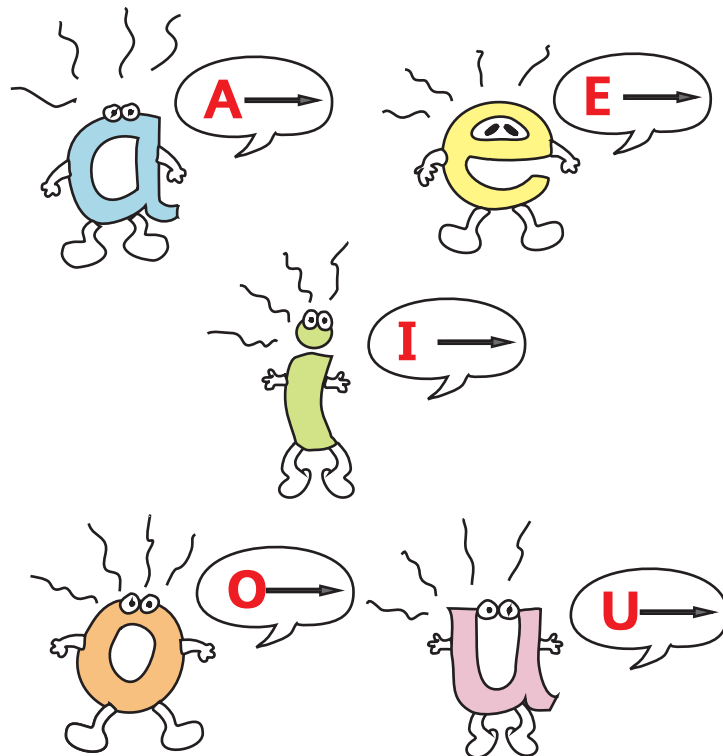


Parent/teacher note: The letter “Y” as a vowel is taught later in this book. Don’t worry about the letter “Y” just yet.



What makes a vowel a vowel is that the SOUND goes through your mouth without stopping – you can say a vowel until you run out of air.

How long can you say each vowel before you run out of air? Let’s try!

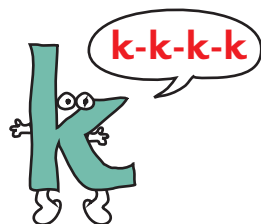
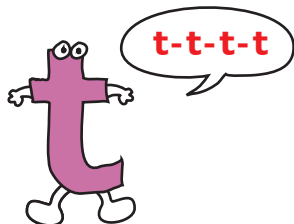
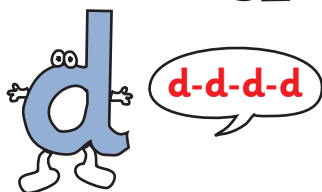
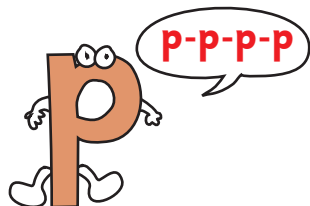
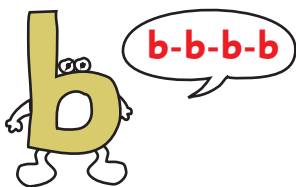


What are consonants?

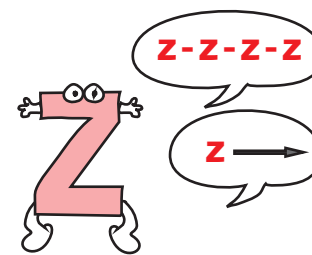
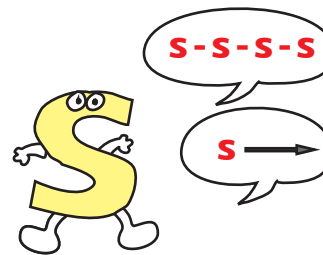
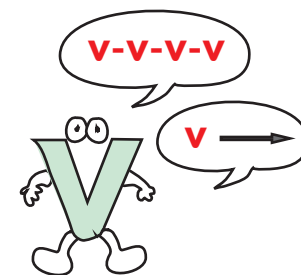
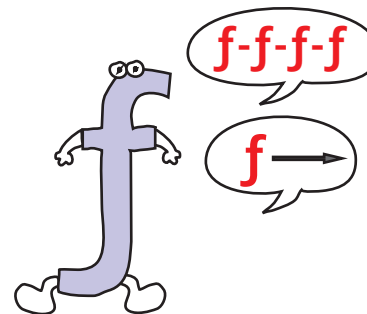


The other letters in the alphabet are consonants. A consonant blocks or changes the sound moving through your mouth.

Some consonants PUSH sounds through your mouth, like the letters “p”, “b”, “d”, “t”, and “k”. Make the sounds of these letters and have fun pushing the sounds through your mouth –



Some consonants “squash” or “squeeze” the air moving through your mouth, like the letters “f”, “v”, “s”, and “z”. Make the sounds of these letters and have fun “squashing” the air –



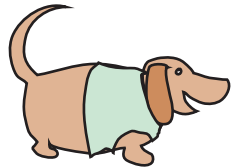
What are words?



We mix vowels and consonants together to make words.

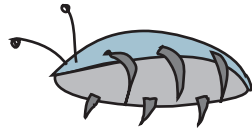
Let's read some words, and I want you to show me which letters are consonants, and which are vowels. Ready?

c - a - t



d - o - g

b - u - g



r - e - d

T - i - m



Five vowels, lots of sounds!

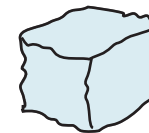
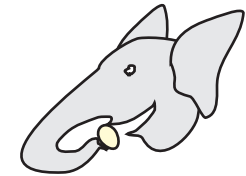


A big part of learning to read is learning about the vowels. This is because each vowel can make more than one sound – listen:



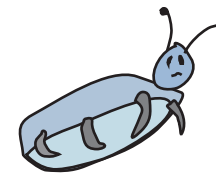
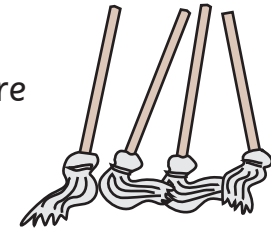
An alligator ate an awful apple.

Every elephant eats eggs.



It is ice.

Oh, no, not more mops.



Blue bug.

Vowels are like animals!



Every animal has a name, and every animal makes a sound:



And just like animals, each vowel has a name, and each vowel has a sound...



The name of the letter "a" is "a," and the sound of the letter "a" is "-a-" like in cat.

Vowels have a name and a sound



I want you to say the NAME of each of the vowels, and then say the SOUND that the letter makes. Ready?

Say the name...

A

E

I

O

U

Say the sound...

c-**a**-t

p-**e**-t

p-**i**-g

d-**o**-g

b-**u**-g

Parent/teacher note: You don't have to call these "long vowels" or "short vowels" yet. In Progressive Phonics, we refer to long vowels as letters calling out their names.

The naughty "e"



In some words, vowels make their sounds, like in "dog" and "cat", and "fun" and "big".

But in other words, vowels say their names, like in the words "game" and "ice", and "feet" and "coat".

When you are reading, the tricky part is knowing what sound a vowel is supposed to make.

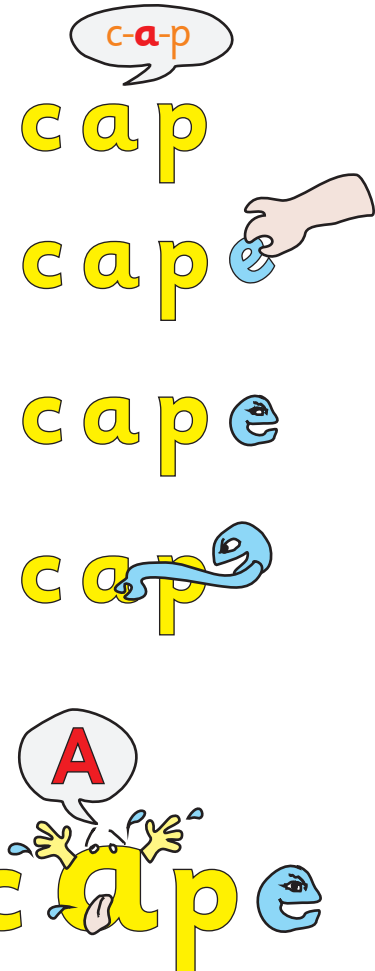
One way is to look at the END of a word, and see if there's a naughty little "e" at the end of the word...

Tim **time**

Sam **same**



When you add an "e" to the end of a word, what happens in that the naughty little "e" reaches around and PINCHES the vowel, making it call out its name...





And the naughty “e” is silent because he doesn’t want to get into trouble. Silent means to say nothing and make no noise.

cap 

Let’s practice how the “silent e” changes vowels.



I am a superhero –

see my **cap** and my **cape**?

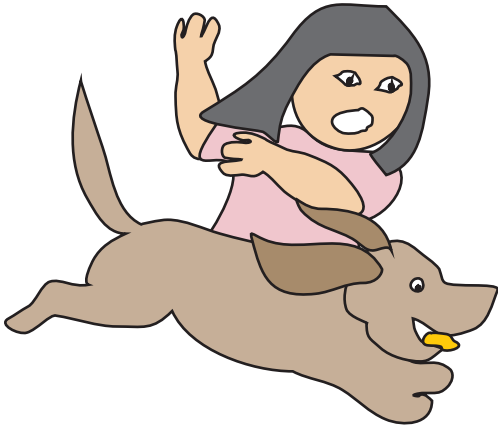
My superhero **cape** and **cap** are purple like a **grape**.

My **cap** and my **cape**

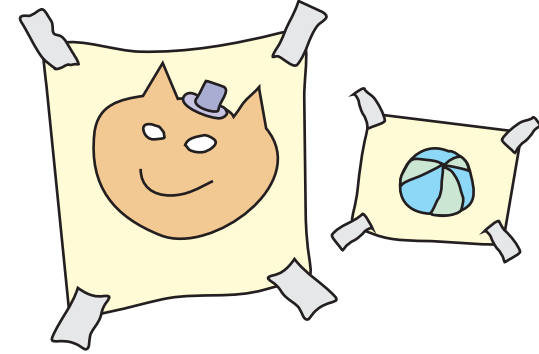
are supposed to help me fly,

but my **cape** falls off

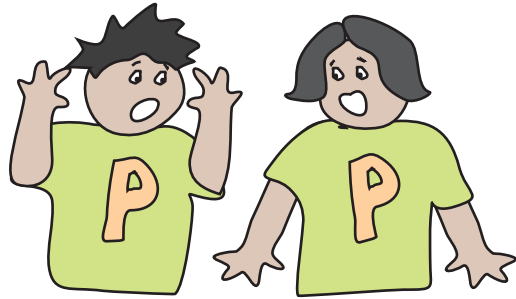
every time I try to fly.



I sat **at** the table
 as I **ate** a cookie,
 but **at** the time
 I **ate** the last bite,
 my dog **ate** it first –
 he was so impolite!



I **made** a picture of a cat
 and put it on the wall.
 I was **mad** at the cat,
 so I **made** his hat too small.
 But then I was sorry
 I was **mad** at the cat,
 so I **made** the cat a ball
 and put it on the wall.



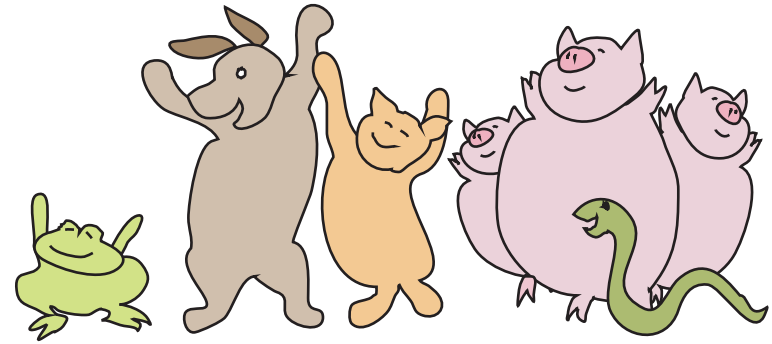
Sam is my best friend; he is
the **same** age as me.

Sam also goes to
the **same** school as me.

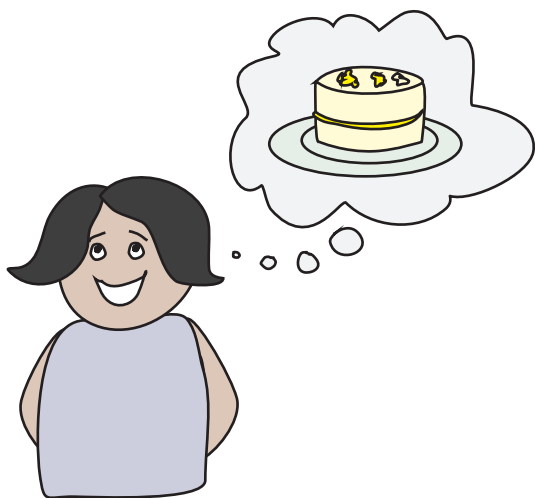
But my **name** is **Pam**,

which starts with a “P,” so

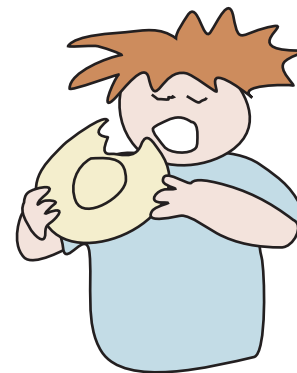
Sam shouldn't wear
the **same** shirt as me.



My cat had a party and
everybody **came** – a dog,
a frog, and a pig with no **name**.
The dog **came** with a **cake**.
The frog **came** with a **snake**.
The pig **came**, and his family
came too. It was quite a party –
it was almost a zoo.

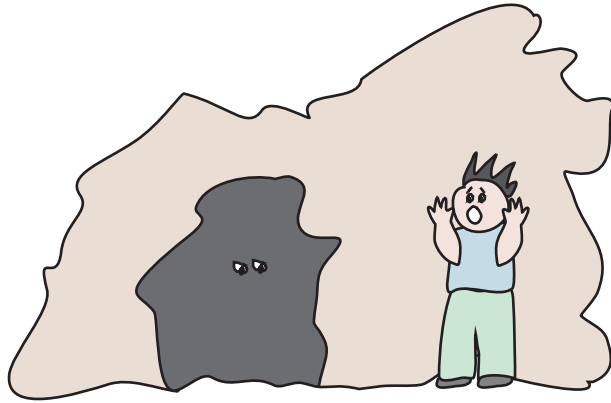


Mother, may I **make** a **cake**?
 A **cake** is what I want to **make**.
 I will not **take** long, and
 I will not **make** a mess.
 So, mother, may I **make** a **cake**?
 Please say **yes**.



I **gave** my brother, **Dave**,
 a big piece of **cake**;
 I also **gave Dave**
 a banana and a **grape**.

Dave ate the banana;
 he **ate** the **cake** and **grape** –
 boy, **was I** surprised when
Dave also **ate** the **plate**.

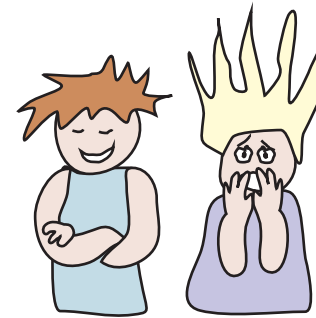


I am not **brave** enough
to go inside that **cave**.
I think I saw a bear
hiding in the **cave**.
Who will **save** me
from that bear inside **the cave**?
Oh! It is not a bear –
it is just my brother, **Dave**.

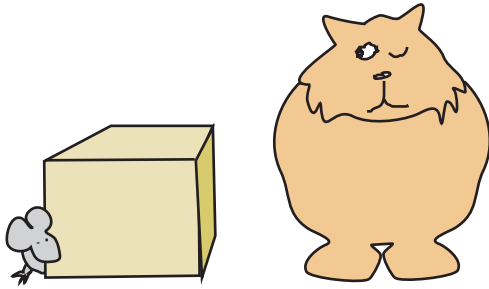
**Note! Comments by Miz Katz
are read TO your child.**



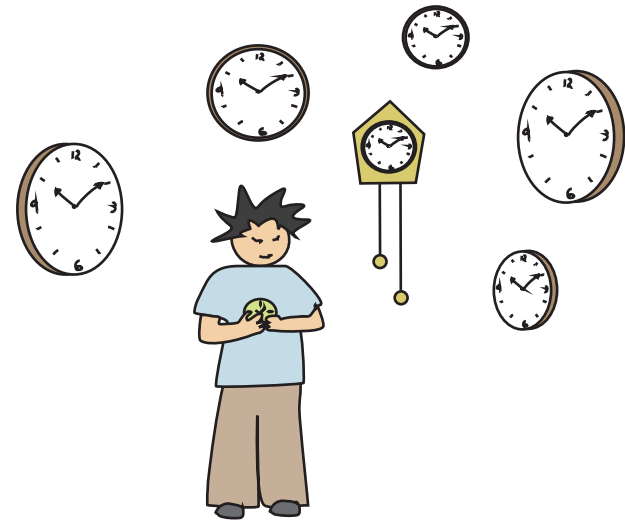
In the word “have”, the naughty “e”
doesn’t do anything, so the word “have”
sounds like “hat” and “has”, and not
like “Dave” or “brave”.



I **have** a brother, **Dave**;
Dave is **brave**.
Dave is not scared of spiders,
or bats in a **cave**. I also
have a sister who is very,
very nice, but she is not as
brave as **Dave** –
she is really scared of mice.



I **have** two dogs,
and I **have** a cat.
The dogs **have** a ball,
but the cat wants a rat.
My cat thinks it's silly
to **chase** a silly ball.
She would rather **chase**
a rat or nothing at all.



Tim has a clock on every wall,
so he always knows the **time** –
Tim knows when the **time** is
eight; **Tim** knows when the
time is nine. **Tim** has a sister,
Susan, but she can't tell the **time**;
so Susan is always late,
and **Tim** is always on **time**.



Sid slid down the **slide**,
 but the **slide** was much too tall.
 His mother said, “**Sid**, “you’re a very
 little kid, so hold on tight to
 the **side** of the **slide**,
 and be careful not to fall.”
 But when **Sid** held tight to the **side**
 of the **slide**, **Sid** never **slid** at all.

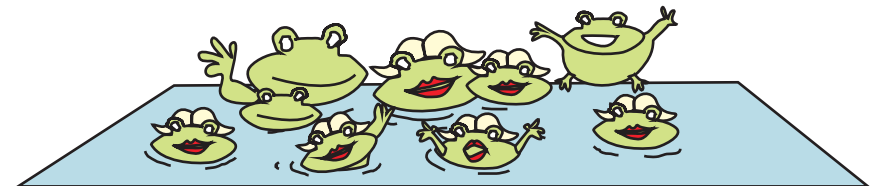


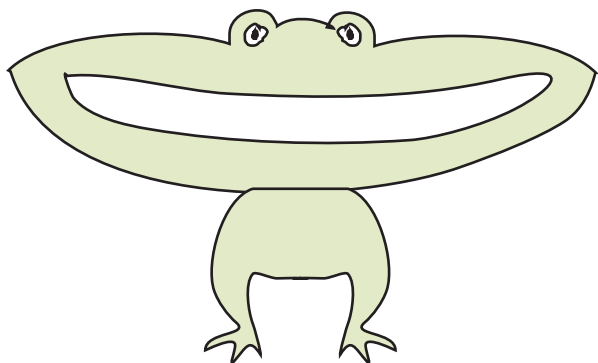
If a frog and his **wife**

have a son and two daughters,
 then **five** little frogs would
 be in the water.

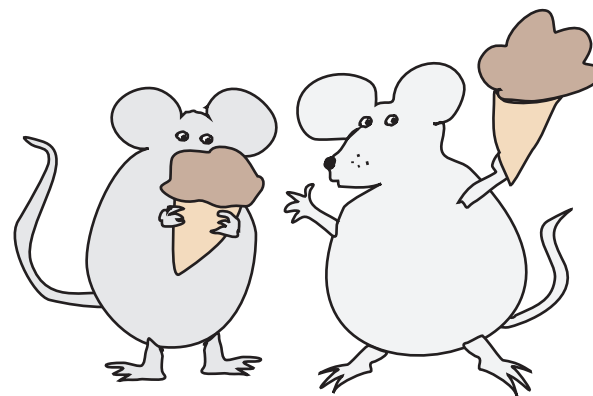
But **if** the frog and his **wife**

have two sons and **five** daughters,
 then **nine** little frogs would
 be in the water.

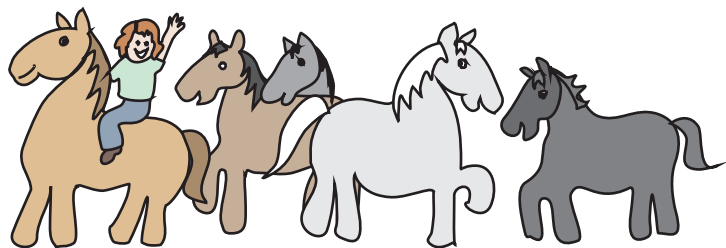




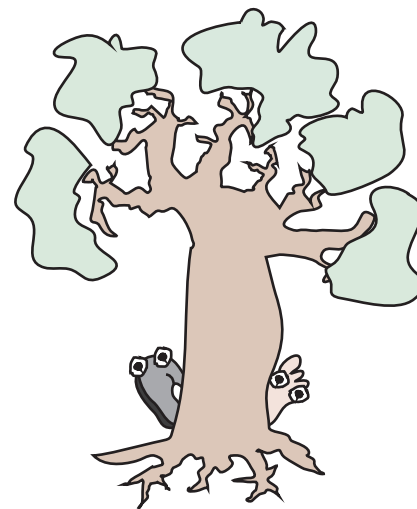
If a frog had
 a big, **BIG** mouth,
 would his **smile**
 be as **wide**
 as a **mile**?



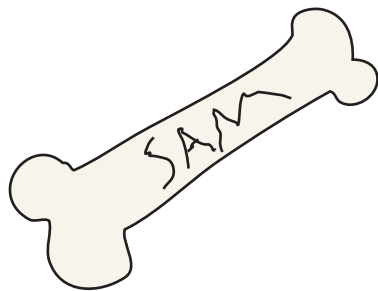
I **like ice** cream;
ice cream is **nice**.
 I **like** lots of **ice** cream,
 and so do my **mice**.
 My **mice like ice** cream;
 every day they eat it **twice**.
 So I need lots of **ice** cream
 for myself and for my **mice**.



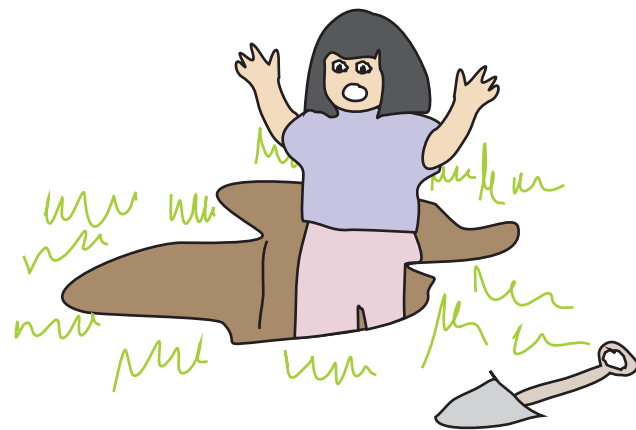
If I had **five** ponies
 I would **like** to **ride** them all.
 I would **ride** them to the beach,
 and I would **ride** them to the park,
 but I would never try to **ride**
 my **five** ponies in the dark.



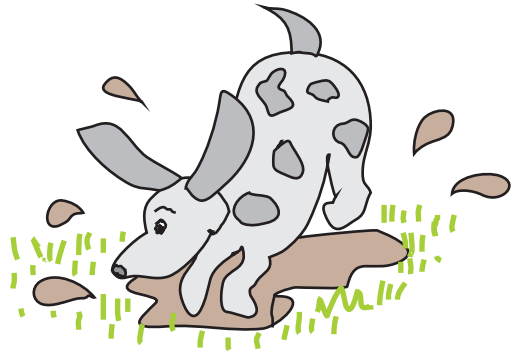
I **hope** you can **hop**
 better than me;
 I **hope** you can **hop**
 as far as that tree.
 Your shoe **ran** away
 with one of your feet;
 I **hope** you can catch them –
 quick! – before they leave.



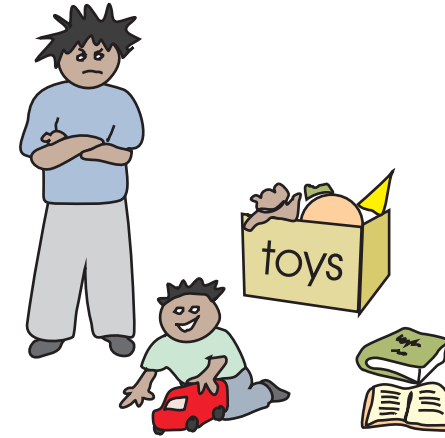
My two dogs scribble
 their name **on** every **bone**.
 They can't write very well,
 so it is very hard to tell
 if the scribble **on a bone**
 is Sam or Sally's **bone**.



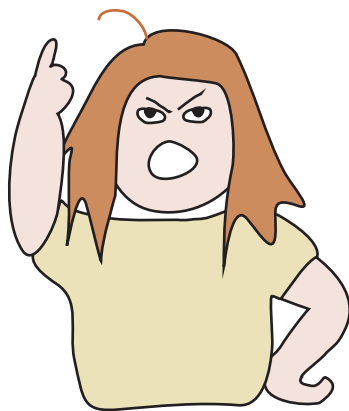
I dug a **hole** so very deep
 I could not see my little feet.
 I put a **pole** inside the **hole**,
 and the **hole stole the pole**.
 Yes, the **pole** disappeared –
 how weird!



I gave a dog a **bone**,
 which he buried in the ground.
 When he went to dig it up,
 the **bone** could not be found.
 The dog dug another **hole**,
 looking for that **bone**.
 The **bone** is out there somewhere,
 sad and all **alone**.



See **those** toys over there?
Those toys are mine.
 And see **those** books over there?
Those books are mine.
 The stuff in this room
 is mine, mine, mine –
 so why does my brother
 come here all the time?



I want my hair to be **cute**;
 I want a **cute** hair **cut**.
 So I paid a lot of money
 to get it **cut**, but...
 they only **cut** one hair,
 and it doesn't look **cute**.
 And the hair that they **cut**
 fell down into my boot.



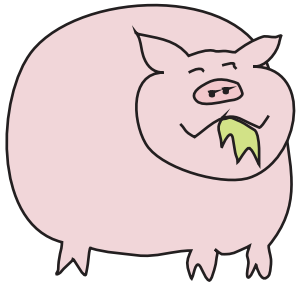
If I gave someone
 a big, **huge hug**,
 I would not give the **hug**
 to a big, **huge** bug.
 Can you imagine
 a bug so big
 he could **hug** a house
 or a **huge, huge** pig?



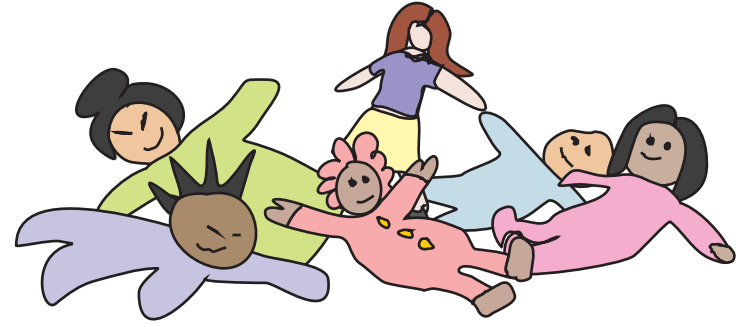
Today **at** school,
the teacher **told us**
to **use** good manners
when **we ride on the bus**.
She also **told us**
to **use** our brains,
and to always **use** umbrellas
every **time that it** rains.



How **do you use** a hammer?
And how **do you use** a nail?
Each **time I use** the hammer,
I hit my finger, not the nail.



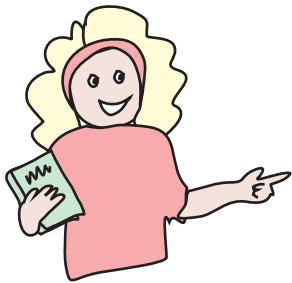
I have a **pet** pig;
 his name is **Pete**.
 My **pet, Pete**,
 likes to eat, eat, eat.
 Sometimes **Pete** tries to
 eat my shirt,
 and **Pete the pet**
 will even eat dirt.



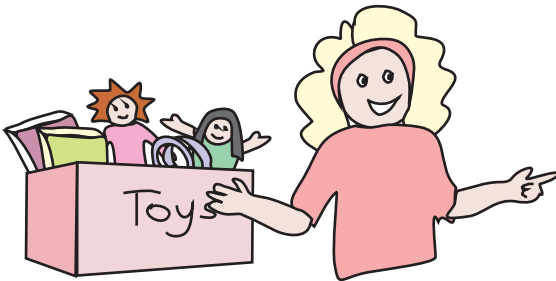
All **these** dolls belong to me;
these dolls are mine, mine, mine.
 I like to play with all **these** dolls
 every day and all the time.



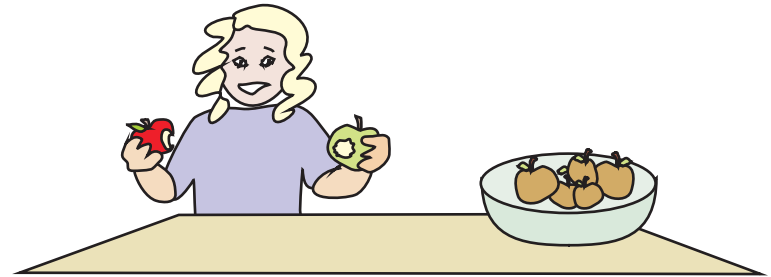
Just like we say “this” and “that”,
we also say “these” and “those”.



This is a book,
and **that**
is a bike.



These are my toys, and
those belong to Mike.



I like **these** apples;
these apples are nice.
These apples taste so good –
yum! I bit them twice.
But **those** apples over there,
they do not taste good.
Don't eat **those** apples –
those apples are made of wood.

End-of-word vowels



When a vowel is at the end of a little word, the vowel feels very free and easy, and he calls out his name for fun.

no **O**

me **E**

We learned about these vowels in an earlier book, but we are going to go through them one more time.

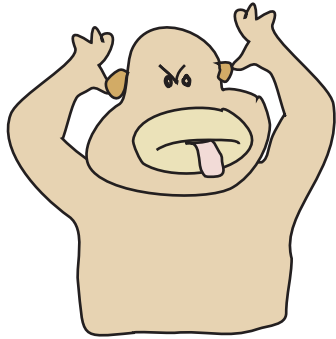


We jumped in the water
and **we** got **wet**.

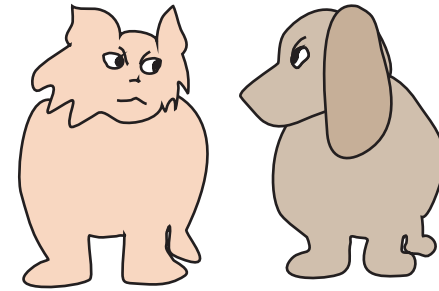
We got as **wet**
as **we** ever could get.

If you jump in the
water with us, us, us,

we will all get **wet** –
and **we** will not make a fuss.



I **met** a monkey in a tree.
 I **met** him, and **he met me**.
 I said, "Monkey,
 can you dance for **me**?"
He shook his head;
 then **he** spat at **me**.



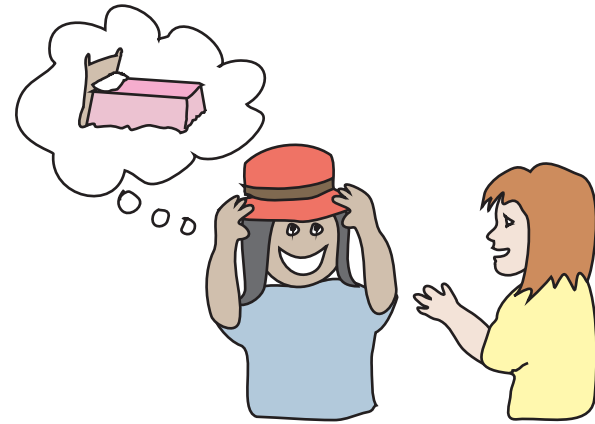
My dog is mad at my cat.
He says **she** took his baseball bat.
 But **she** says **he** buried his bat
 with a bone and a bug and a
 big, black hat – but **he** says no,
he did not do that.



The word “the” doesn’t always follow the rule. Sometimes we say things like, “THE biggest” and “THE man” but most of the time we say “thuh” as in “duh” – let’s practice...



The sun did not shine today.
 Maybe **the** sun just went away.
The rain and **the** clouds said,
 “Hip hooray!”
 But **the** sun said nothing
 and **the** sky was gray.



I can **be** a dog,
 and I can **be** a cat –
 I can even **be** a **bed**
 when I wear my big, red hat.
 But if I want to **be** you,
 and if you want to **be** me,
 then we have to share the hat –
 you can have it after me.



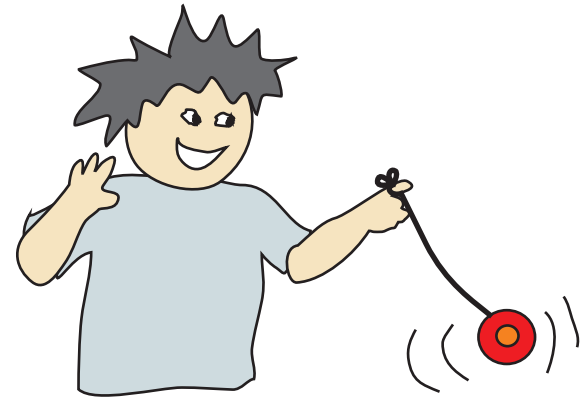
No, I am **not** a dot, dot, dot.

And **no**, I am **not** a spot, spot, spot.

I am a bug in the rug, rug, rug,
and **no, no, no**

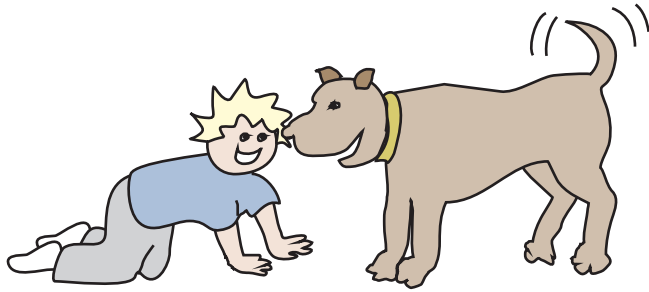
I am **not, not, not**

waiting for a hug, hug, hug.



My **yo-yo** can **go** round and round
my **yo-yo** can **go** up and down.

My **yo-yo** can **go, go, go** –
up and down and round and round.



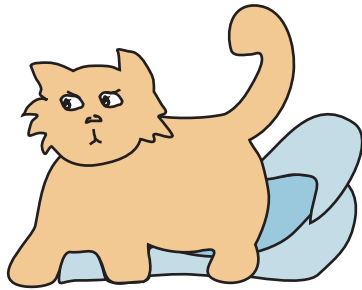
My dog is **so** big
 and runs **so** fast
 that he is first,
 and I am last.
 I need to eat,
so I can grow
 bigger than him,
ho, ho, ho.



The words “to” and “do” say,
 “oooo!”



I have a cat, his name is **Tom**;
 he wants **to go to** school.
 But **Tom** is a cat, not a kid,
 so I don't know what **to do**.
Do I take **Tom to** school with me,
 so he can learn his A, B, C?
 I could hide him in my hat –
 what **do** you think of that?



I gave this hat **to** the cat.

Now I want the cat **to** give it back.

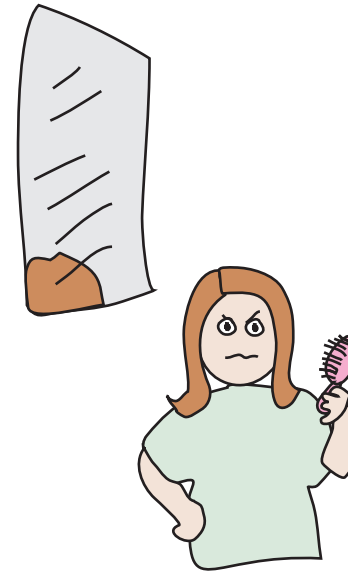
Back **to** me, you silly cat –

not **to** the dog,

not **to** the frog,

not **to** the hog –

please give the hat **to** me.



I like **to do** my hair;

I like **to do** my face –

but I wish I was a

little bit bigger,

to see myself

in the bathroom mirror.



The word “you” doesn’t follow any rules. It sounds like “to” and “do”, but looks different. You need to memorize the word “you” because it doesn’t follow the rules.



If **you** can run as fast as me,
then I will race **you to** that tree.
If I win, then **you** will lose;
and if **you** win, I will eat your shoes.



If I give some candy **to you**,
what **will you** give **to** me?
Do you have any chocolate,
do you have any sweets?
Do you have some
gum, **do you** have any treats?
No? Well, **you** can have
some candy anyway.

The tricky letter “Y”



We learned about this in an earlier book, but we are going to go through this one more time.

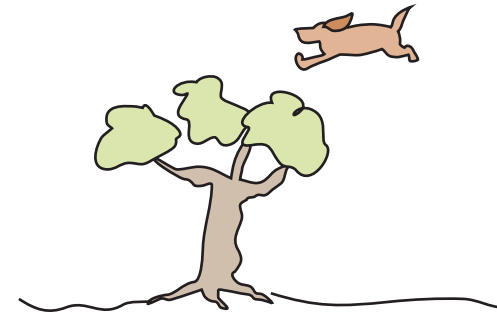
Sometimes the letter “y” is a consonant, like in the words “yellow” and “you”, and “yes” and “yawn”, but most of the time, the letter “y” acts like a vowel.

As a vowel, the letter “y” doesn’t have its own sound – it pretends that it is an “e” or an “i”.

In really, really short words, the “y” usually sounds like an “i” –



In longer words, the “y” usually sounds like an “e” –



My dog can **fly**.

He is up in the **sky**.

He is over **by** that tree –

oh, I wish that he was me.

I want to **fly** too,

so I **try** and **try** and **try**.



In the word, “why” the letter “H” is silent, so it sounds like “wy”. **



It is easy for my cat to **cry**, but **why**, oh, **why** does my cat **cry**?
 Does **she cry** because **she is sad**,
 or does **she cry** because **she is mad**?
 I wish I knew **why**, oh, **why**, my
 cat wants to **cry, cry, cry**.

** Skip this comment if the “H” is pronounced in your local dialect.

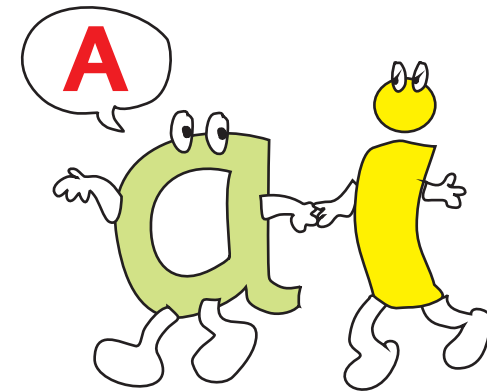
Two vowels together

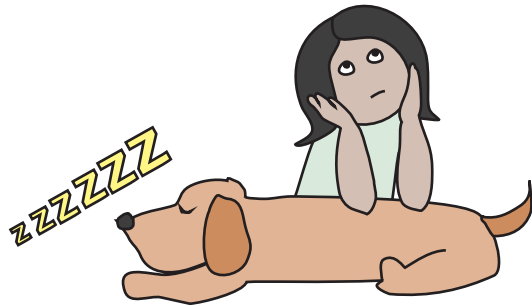


When you see two vowels walking together, the rule is this:

When two vowels go walking, the **FIRST** one does the talking...

And the first vowel talks by calling out its name.





I do not want to make
my mother **wait**,
so I try not to be late.

But my dog, Kate,
sleeps so late
that mother and I must
wait, wait, wait.



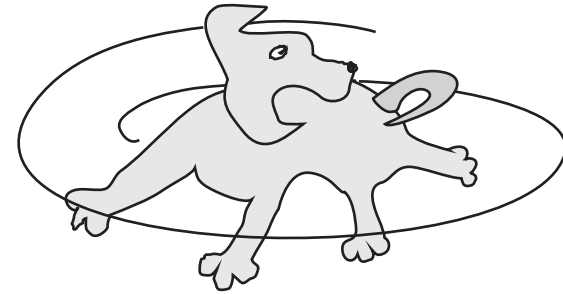
I do not want
to **strain** my **brain**,
so I try not to
think too much.

It gives my **brain**
too much **pain**,
so I wrote on my forehead,
“Do not touch!”



I am not **afraid** of monsters;
 I am not **afraid** of ghosts.
 I wear no-more-monster PJ's, **
 so monsters can't come **close**.
 I **paid** a lot of money
 to get the PJ's in the **mail**,
 and I have not seen a monster –
 just a baby monster **tail**.

** PJ's is short for pyjamas – night clothes.

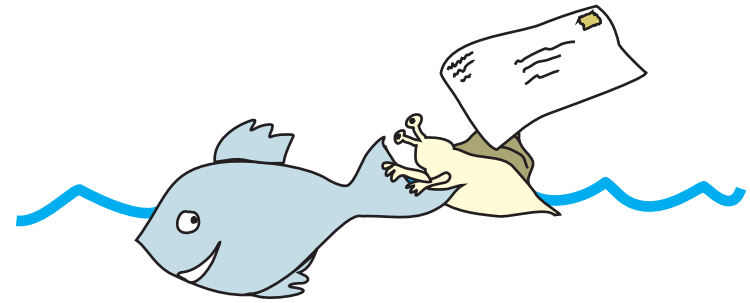


My dog wants to bite his **tail**,
 though I really don't know **why**.
 My dog can never bite his **tail**,
 but he really likes to try.

Round **and** round **and** round again,
 just like a furry **train**.
 If he ran any faster,
 would he bite his **brain**?



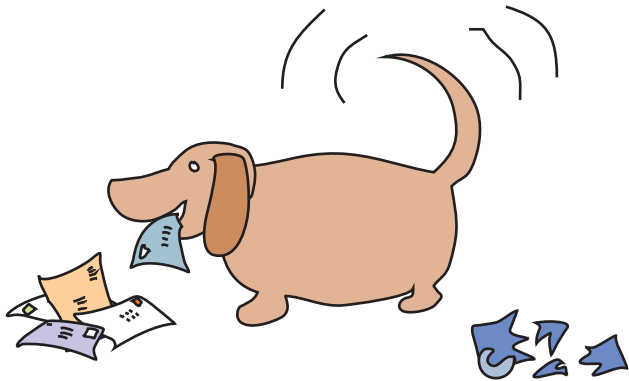
Stop the game!
 I broke a **nail**.
Wail, wail, wail!
 I broke a **nail**.
 I feel no **pain**,
 it doesn't hurt,
 but my **nail** is broken
 and look at that dirt.



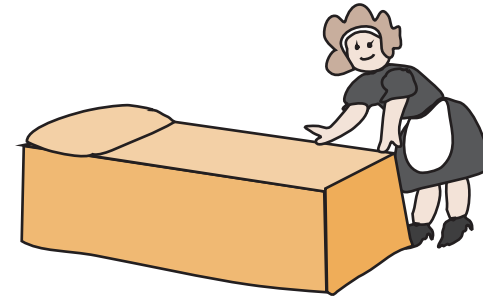
I got a letter in the **mail**,
 but I can't read the name.
 Is it from Bob or Jane? Did it come
 from England or from **Spain**?
 Did the letter come by air-plane?
 Did it come by choo-choo **train**?
 Or did it **sail** on the back of a **snail**
 that held on tight to a fishy **tail**?



Sometimes words sound the same but are spelled differently. This is because they are two different words.



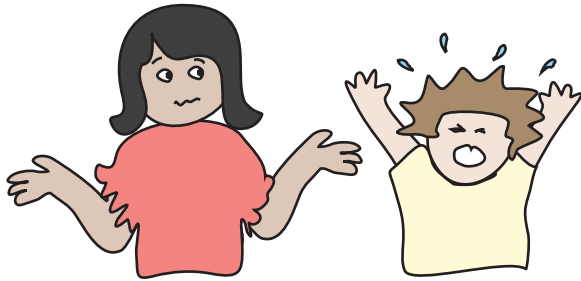
I do not like to tell a **tale**,
 but that bad dog has a bad, bad **tail**.
 He broke my cup when he wagged his
tail, and then he ate my mother's
mail. So I will tell on the bad,
 bad dog – I hope he turns into a frog.



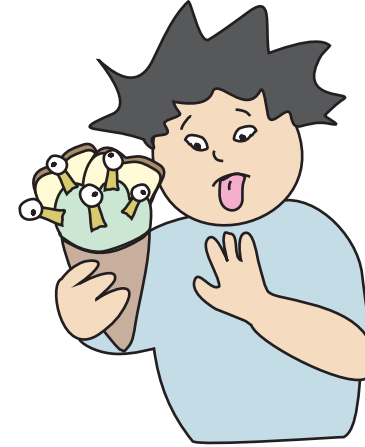
When **we** stayed **at** a hotel,
 a **maid made** my bed.
 I wish I had a **maid** at home
 to always make my bed.
 But a **maid** needs to be **paid**,
 and I do not have the money, so I
 have always **made** my bed myself
 even though I make it funny.



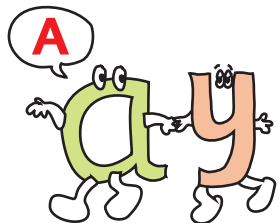
The word “said” is a rule-breaker – it sounds like “ed.” Let’s practice...



Ted **said** that he was ten;
 then Ted **said** that he was two.
 When I **said**, “Ted – you can’t count.”
 Ted **said**, “Boo, hoo, hoo.”



Jane **said** that the ice cream
 was very, very yummy,
 so I **paid** a dollar for
 an ice cream for my tummy.
 But when I ate the ice cream,
 I **said**, “Oh! This is gross!”
 Someone made the ice cream
 with **snail** eyes and toast.



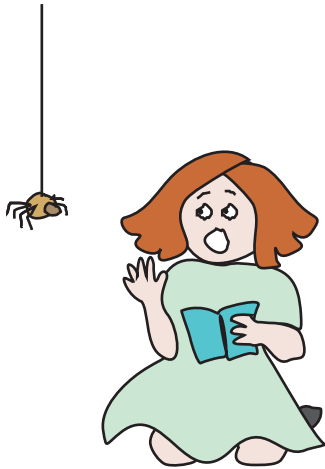
When the letter “y” is walking with the letter “a”, the letter “a” does the talking.



I **play** all **day** in mud
and dirt. I **play** so hard,
it is just like work. I **play**
with my truck; I **play** with my car;
I **play** all **day** out in the yard.



When **the rain** comes down,
I have to wait before I can
go out and **play**.
So I said,
“Rain, rain go **away** –
“come **again** another **day**.”



What did she **say** at the
end of the **day**, when a spider
sat beside her?

Did she **say**, “Go **away**”?

Did she **say**, “Let us **play**”?

Or did she scream and
run **away**?



Mother, **may I stay** at the zoo;
may I stay at the zoo tonight?

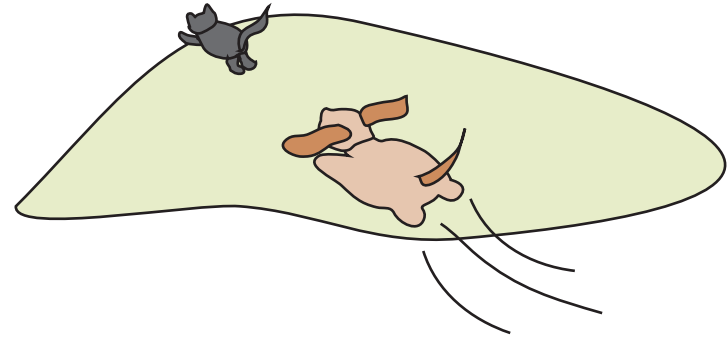
The monkeys asked me if I **may**
stay with them tonight – **stay**

for peanuts; **stay** for fun; **may**

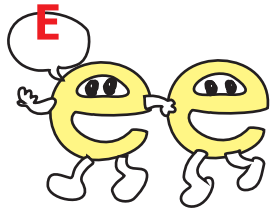
I **stay** with them tonight?



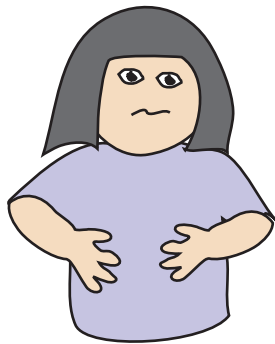
Do you know what **day** it is?
 It is a special **day**. **Today**
 is my birthday; **today** is fine;
 today is the **day** that's
 mine, mine, mine.



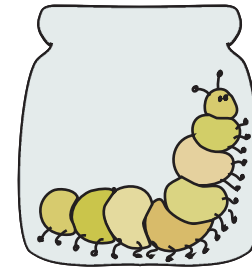
I told my dog to **stay**,
 but he just ran **away**.
 He saw a cat and
 that was that –
 my dog just ran **away**.



When two letter E's go walking,
the first one does the talking, and
he talks by calling out his name.



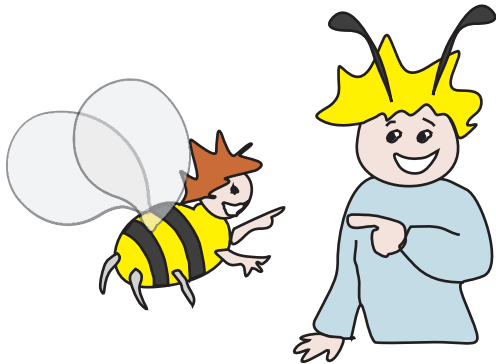
I **need** to **feed** my tummy.
Yes, I **need** to **feed** it now.
I **need** to **feed**
three times a day,
breakfast, lunch, and now.



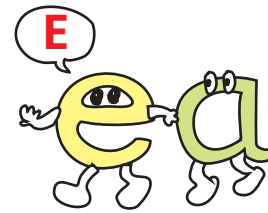
I found a fuzzy bug on a **tree**,
and I **keep** him in a jar.
I **keep** him with me everywhere
I go – on a bus or in a car.
My sister does not like my bug;
she says I should not **keep** him.
She says all he does is **sleep**,
sleep, sleep, and why do I
want to **keep, keep, keep**
a bug with a hundred **feet, feet,**
feet? That's why!



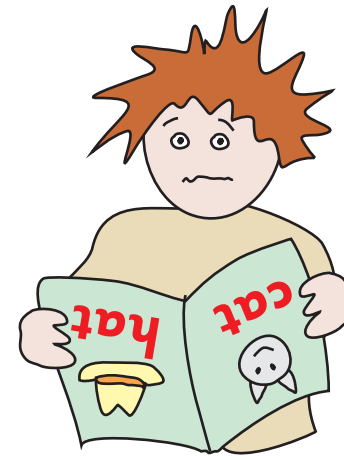
Don't forget – the word “be” sounds like the word “bee”, but it is not the same word.



What is it like
to **be** a **bee**?
Is it good to **be** a **bee**,
or is it better to **be** **me**?
If I was a **bee**,
and if a **bee** was **me**,
we would laugh and say,
“Hey! You are **me**!”



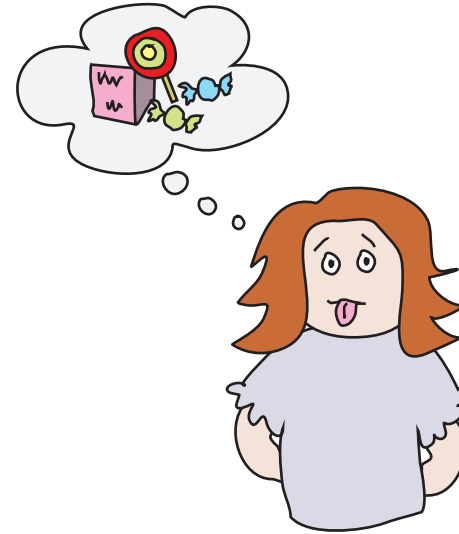
When you see the letters “e” and “a” walking together, the first one – the “e” – calls out his name.



I need to **read** my book;
I need to **read** it now.
I wish that I could **read** my book –
will someone show **me** how?



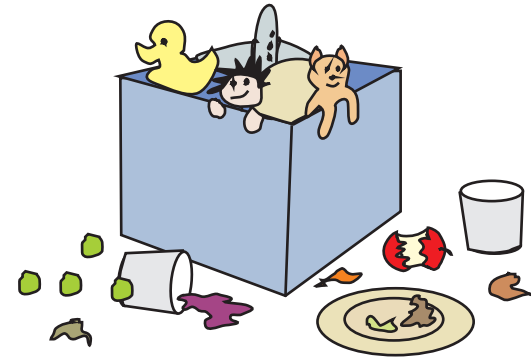
A hungry monkey
 had to **steal**
 a banana peel
 for his morning **meal**.
 He also had a cup of **tea**,
 one green **bean**
 and one green **pea**.



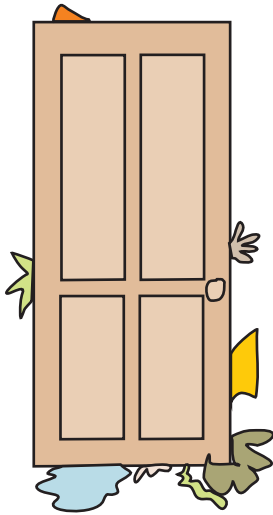
I have not had candy for a **week** –
 I feel so **weak** I can hardly **speak**.
 No more salad, no more **meat** –
 I need something **sweet** to **eat**.



Someday I will **see** the **sea**.
 I will laugh at the waves –
 they can't catch me.
 And if I never **see** the **sea**,
 the silly old **sea**
 will never **see** me.



I keep my toys in a big, blue
 box; I keep them **clean** and
neat. But late at night, when
 I go to sleep, my toys get out, and
eat, eat, eat.
 I wish my toys would sleep when
 I sleep – they never keep it **clean**
 when they **eat, eat, eat**.

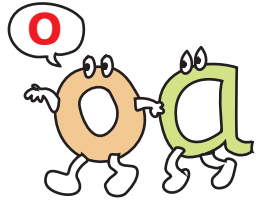


Why do I need to **clean** my room?
 I would rather **read** a book.
 I think my room is **clean** enough –
 I will let you take a look.
 See? The bed is made, the
 floor is **clean**, but don't open the
 closet – it will make you **scream**!



I **scream**,
 you **scream**,
 we all **scream**
 for ice **cream**.

Teacher/parent note: the alternate pronunciation of “ea” (head, dead, instead, etc.) is taught in a later book.



When you see the letters “o” and “a” walking together, the first one – the “o” – calls out his name.



A **goat** in a **coat** sat in a **boat**,
but the **boat** had a hole – it did not
float. The **boat** went down, under
the sea. The **coat** got wet, and
the **goat** said, “Whee!”



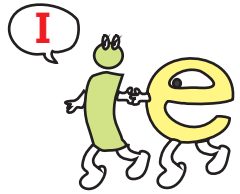
A bug rode a **toad**
all the way down the **road**,
to visit her sister who had a
sore **throat**. She found her
sister tucked into **bed**; her **throat**
was so swollen she almost looked dead.
“Hello **Joan**,” she said with
a **moan**. **Joan** said nothing,
she only could **groan**.



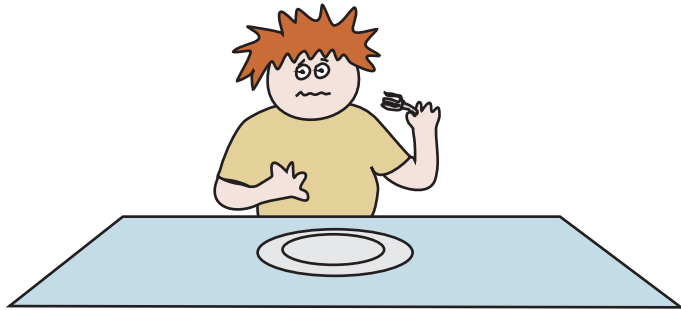
I got in the tub
to have a **soak**.
I got in the tub,
just me and the **soap**...
and the duck and the **boat**,
and the fish and the **toad**;
just me and the sponge and
the mop and the **goat**.



No, **Joe**, I will not look
at the **toe** on your foot
or the **toe** on the book.
And no, **Joe**, I do not care
about the spoon on your nose
or the **toe** in your hair.



When you see the letters “i” and “e” walking together, the first one – the “i” – calls out his name.

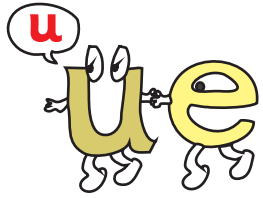


I cannot tell a **lie** –
 I ate the **pie**.
 The **pie** was so big that I
 thought I would **die** –
 I wish it was a **lie**
 that I ate the **pie**.



My brother cannot **tie** his **tie**,
 so I try to **tie** it for him.
 I try and try and try and try,
 but his **tie** will not **tie**
 under his chin.

Parent/teacher note: More rules about “ie” and “ei” are taught in a later book.



When you see the letters “u” and “e” walking together, the first one – the “u” – calls out her name.



My skin is as **blue** as the
blue, blue sky. I am so cold
 that I could cry. My lips are **blue**,
 and so is my nose – is it **true**
 I am as **blue** as my **blue**,
blue clothes?



Yes, it is **true** – my name is **Sue**.
 See? It is written on my cup,
 S-u-e for **Sue**. The day that I
 was born, the doctor had no **clue** –
 he did not wear his glasses, and
 he switched the pink and **blue**.
 So they called me **Sue**, and,
 dude, it is just my luck – I have a
 lot of dolls, but I really want a truck.

THE END