

LET THE CUES TEACH YOU THE CODE

by Susan Carrell

When the let-ter is 'gray',
It has no-th-ing to say.
Si-lent it stays,
As you see in 'way's'.



The let-ter 'y' has much to say.
When down it's an 'a',
When up it's an 'i',
But we leave it be when it says 'e'.

A bold let-ter is ea-sy,
It says its name.
Like 'e' in 'even'
And 'a' in 'game'.

The poor 'c' has no sound,
So we move it a-round.
Up it is 's', of that I am 'cer-tain'.
Down it is 'k', as in 'cur-tain'.

Just when we think,
We know what to say,
"An-tique" comes a-long,
And the 'q' be-comes 'k'.

An 's' can be tric-ky,
It can change to a 'z'.
So we raise it up,
As in 'ea-si-ly'.

Then the vow-els drop down,
"Uh" we say,
I am get-ting con-fused,
Who wrote this Eng-lish any-way?

To make mat-ters worse,
We drop a 'g' for a 'j'.
'George' is his name,
I am now a-ble to say.

The cue I like best,
Is the 'dot' in-be-tween.
It di-vides the word in-to parts.
Can you say "Hal-lo-ween"?

What did you say...
'Ph' and 'gh' say 'f'?
As in 'pha-raoh' and 'graph',
I think the scribe's were deaf.

So much to learn,
More words...ev-er-y day!
But the har-der I work,
The more I can say.

From a word to a sen-tence,
Then Sen-tence's to a book,
A bet-ter rea-der I will be,
BY hook or BY crook.