



Cozy Nest

ACADEMY

Unit 1: Letter Sounds and Blending

Weeks 1-4 | 5 days per week | 90 minutes per lesson

Flexible homeschool lesson plans with phonics, sight words, reading, writing, games, and assessment.

Unit Overview

What students will learn	What is included
<ul style="list-style-type: none">- Focus patterns: a, b, c and more- Blending and decoding practice- Guided reading and sentence work- Spelling, handwriting, and simple writing- Weekly check-ins and a unit test	<ul style="list-style-type: none">- 4 weeks of daily lessons- Materials list and prep tips- Weekly sight words: I, a, am, can, go, is, like, look, me, my- Printable activities, flashcards, and games- Assessment pages and progress tracker

Suggested Materials

Core supplies: letter cards, dry erase board, magnetic letters or tiles, crayons, pencils, scissors, glue, pocket chart or index cards, and simple decodable text.

Optional: short kid-friendly phonics videos, sensory tray, play dough for letter formation, and mini whiteboards for quick response practice.

Minimal prep tip: Print the weekly worksheets once, store flashcards in a labeled envelope, and re-use the same daily routine so the child always knows what comes next.

Week 1: Alphabet Review A-M

Focus Pattern(s)	Word List	Sight Words
a, b, c, d, e, f	am, Sam, map, bag, jam, mat	I, a, am, my, see

Day 1: Introduce Alphabet Review A-M

Objective: Students notice and say the target pattern(s) a, b, c, d and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) a, b, c, d. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: am, Sam, map, bag.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: am, Sam, map, bag. Echo read the model sentence: I see a map.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 2: Blend and Build Words

Objective: Students blend and build words with a, b, c, d using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) a, b, c, d. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: am, Sam, map, bag.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.

- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using a, b, c, d with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) a, b, c, d. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: am, Sam, map, bag.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) a, b, c, d. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: am, Sam, map, bag.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words I, a, am, my.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: I see a map.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) a, b, c, d. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: am, Sam, map, bag.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Week 1 Check-In

Skill	Mark
I can say the focus sound(s)	
I can blend target words	
I can read a short sentence	
I can write a target word	
I tried my best today	

Week 2: Alphabet Review N-Z

Focus Pattern(s)	Word List	Sight Words
n, o, p, q, r, s	sun, top, van, web, zip, run	the, to, we, go, is

Day 1: Introduce Alphabet Review N-Z

Objective: Students notice and say the target pattern(s) n, o, p, q and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) n, o, p, q. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sun, top, van, web.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: sun, top, van, web. Echo read the model sentence: We go to the van.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 2: Blend and Build Words

Objective: Students blend and build words with n, o, p, q using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) n, o, p, q. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sun, top, van, web.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.

- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using n, o, p, q with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) n, o, p, q. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sun, top, van, web.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) n, o, p, q. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sun, top, van, web.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words the, to, we, go.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: We go to the van.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) n, o, p, q. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sun, top, van, web.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Week 2 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

Week 3: Oral Blending and CVC Building

Focus Pattern(s)	Word List	Sight Words
c-a-t p-i-g h-o-t s-u-n m-a-t s-i-p	Cat Pig Hot Sun Mat Sip	Like Can Me You Look

Day 1: Introduce Oral Blending and CVC Building

Objective: Students notice and say the target pattern(s) m-a-p, s-u-n, c-a-t, p-i-g and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) m-a-p, s-u-n, c-a-t, p-i-g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, pig, hot, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: cat, pig, hot, sun. Echo read the model sentence: I can look.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 2: Blend and Build Words

Objective: Students blend and build words with m-a-p, s-u-n, c-a-t, p-i-g using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.

- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) m-a-p, s-u-n, c-a-t, p-i-g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, pig, hot, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.
- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using m-a-p, s-u-n, c-a-t, p-i-g with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) m-a-p, s-u-n, c-a-t, p-i-g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, pig, hot, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.

- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) m-a-p, s-u-n, c-a-t, p-i-g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, pig, hot, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words like, can, me, you.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: I can look.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) m-a-p, s-u-n, c-a-t, p-i-g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, pig, hot, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Week 3 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

Week 4: Reading and Writing Simple CVC Sentences

Focus Pattern(s)	Word List	Sight Words
short a, short i, short o, short u	cat, sit, hop, sun, pin, log	the, is, a, can, see

Day 1: Introduce Reading and Writing Simple CVC Sentences

Objective: Students notice and say the target pattern(s) short a, short i, short o, short u and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) short a, short i, short o, short u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, sit, hop, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: cat, sit, hop, sun. Echo read the model sentence: The cat is on a log.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 2: Blend and Build Words

Objective: Students blend and build words with short a, short i, short o, short u using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) short a, short i, short o, short u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, sit, hop, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.

- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.
- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using short a, short i, short o, short u with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) short a, short i, short o, short u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, sit, hop, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) short a, short i, short o, short u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, sit, hop, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.

- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words the, is, a, can.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The cat is on a log.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) short a, short i, short o, short u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, sit, hop, sun.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

Week 4 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

Unit Assessment

Directions: Ask the child to complete the following in a calm, encouraging setting. Use the printable pack for recording.

Part	Task	Points	Notes
A	Say the focus sound(s) and read 10 words	10	
B	Read 5 short phrases or 3 sentences	5	
C	Spell 5 words from dictation	5	
D	Write 1 sentence using at least one sight word	5	

Teacher note: If a child is not ready, reteach with games and short review sessions before repeating the assessment.

Progress Tracker

Week	Focus Skill	Mon	Wed	Fri	Notes
1	Alphabet Review: A-M				
2	Alphabet Review: N-Z				
3	Oral Blending and CVC Building				
4	Reading and Writing Simple CVC Sentences				