



# Cozy Nest

## ACADEMY

### Unit 2: Short Vowels and CVC Words

*Weeks 5-8 | 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"><li>- Focus patterns: -at, -an, -ap and more</li><li>- Blending and decoding practice</li><li>- Guided reading and sentence work</li><li>- Spelling, handwriting, and simple writing</li><li>- Weekly check-ins and a unit test</li></ul>	<ul style="list-style-type: none"><li>- 4 weeks of daily lessons</li><li>- Materials list and prep tips</li><li>- Weekly sight words: a, and, are, can, come, go, here, in, is, it</li><li>- Printable activities, flashcards, and games</li><li>- Assessment pages and progress tracker</li></ul>

## 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: Short a Families

Focus Pattern(s)	Word List	Sight Words
-at, -an, -ap, -am	cat, bat, fan, map, ham, cap	the, a, and, is, to

### Day 1: Introduce Short a Families

Objective: Students notice and say the target pattern(s) -at, -an, -ap, -am 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) -at, -an, -ap, -am. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, bat, fan, map.
- ☐ 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, bat, fan, map. Echo read the model sentence: The cat sat.
- ☐ 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 -at, -an, -ap, -am 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) -at, -an, -ap, -am. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, bat, fan, map.
- ☐ 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 -at, -an, -ap, -am 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) -at, -an, -ap, -am. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, bat, fan, map.
- ☐ 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) -at, -an, -ap, -am. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, bat, fan, map.
- ☐ 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, a, and, is.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The cat sat.
- ☐ 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) -at, -an, -ap, -am. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, bat, fan, map.
- ☐ 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: Short i and Short o

Focus Pattern(s)	Word List	Sight Words
-ig, -it, -ip, -ot, -og, -op	pig, sit, lip, hot, dog, hop	we, go, in, on, it

### Day 1: Introduce Short i and Short o

Objective: Students notice and say the target pattern(s) -ig, -it, -ip, -ot 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) -ig, -it, -ip, -ot. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pig, sit, lip, hot.
- ☐ 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: pig, sit, lip, hot. Echo read the model sentence: The dog is hot.
- ☐ 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 -ig, -it, -ip, -ot 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) -ig, -it, -ip, -ot. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pig, sit, lip, hot.
- ☐ 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 -ig, -it, -ip, -ot 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) -ig, -it, -ip, -ot. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pig, sit, lip, hot.
- ☐ 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) -ig, -it, -ip, -ot. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pig, sit, lip, hot.
- ☐ 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 we, go, in, on.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The dog is hot.
- ☐ 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) -ig, -it, -ip, -ot. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pig, sit, lip, hot.
- ☐ 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: Short e and Short u

Focus Pattern(s)	Word List	Sight Words
-et, -en, -ug, -un, -ut	pet, hen, bug, sun, cut, mug	up, you, see, can, little

### Day 1: Introduce Short e and Short u

Objective: Students notice and say the target pattern(s) -et, -en, -ug, -un 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) -et, -en, -ug, -un. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pet, hen, bug, 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: pet, hen, bug, sun. Echo read the model sentence: I see the bug.
- ☐ 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 -et, -en, -ug, -un 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) -et, -en, -ug, -un. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pet, hen, bug, 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 -et, -en, -ug, -un 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) -et, -en, -ug, -un. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pet, hen, bug, 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) -et, -en, -ug, -un. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pet, hen, bug, 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 up, you, see, can.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: I see the bug.
- ☐ 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) -et, -en, -ug, -un. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: pet, hen, bug, 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: Mixed Short Vowels in Sentences

Focus Pattern(s)	Word List	Sight Words
a e i o u	cat, hen, pig, dog, sun, mop	said, was, are, come, here

### Day 1: Introduce Mixed Short Vowels in Sentences

Objective: Students notice and say the target pattern(s) a e i o 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) a e i o u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, hen, pig, dog.
- ☐ 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, hen, pig, dog. Echo read the model sentence: The pig was in the sun.
- ☐ 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 e i o 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) a e i o u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, hen, pig, dog.
- ☐ 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 e i o 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) a e i o u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, hen, pig, dog.
- ☐ 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 e i o u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, hen, pig, dog.
- ☐ 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 said, was, are, come.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The pig was in the sun.
- ☐ 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 e i o u. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: cat, hen, pig, dog.
- ☐ 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	Short “a” Families				
2	Short “i” and Short “o”				
3	Short “e” and Short “u”				
4	Mixed Short Vowels in Sentences				