



# Cozy Nest

## ACADEMY

### Unit 6: R-Controlled Vowels

*Weeks 21-24 | 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: ar, or 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: around, because, before, every, first, for, girl, hard, her, learn</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: ar and or

Focus Pattern(s)	Word List	Sight Words
ar, or	star, farm, car, corn, storm, short	for, your, warm, more, hard

### Day 1: Introduce ar and or

Objective: Students notice and say the target pattern(s) ar, or 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) ar, or. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: star, farm, car, corn.
- ☐ 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: star, farm, car, corn. Echo read the model sentence: The star is far.
- ☐ 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 ar, or 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) ar, or. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: star, farm, car, corn.
- ☐ 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 ar, or 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) ar, or. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: star, farm, car, corn.
- ☐ 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) ar, or. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: star, farm, car, corn.
- ☐ 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 for, your, warm, more.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The star is far.
- ☐ 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) ar, or. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: star, farm, car, corn.
- ☐ 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: er ir ur

Focus Pattern(s)	Word List	Sight Words
er, ir, ur	her, fern, bird, girl, turn, burn	her, first, girl, turn, under

### Day 1: Introduce: er, ir, ur

Objective: Students notice and say the target pattern(s) er, ir, ur 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) er, ir, ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: her, fern, bird, girl.
- ☐ 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: her, fern, bird, girl. Echo read the model sentence: The girl can turn.
- ☐ 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 er, ir, ur 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) er, ir, ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: her, fern, bird, girl.
- ☐ 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 er, ir, ur 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) er, ir, ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: her, fern, bird, girl.
- ☐ 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) er, ir, ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: her, fern, bird, girl.
- ☐ 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 her, first, girl, turn.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The girl can turn.
- ☐ 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) er, ir, ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: her, fern, bird, girl.
- ☐ 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: R-Controlled Word Families

Focus Pattern(s)	Word List	Sight Words
-ark, -orn, -irl, -urn	park, shark, corn, twirl, burn, curl	around, because, learn, word, work

### Day 1: Introduce R-Controlled Word Families

Objective: Students notice and say the target pattern(s) -ark, -orn, -irl, -urn 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) -ark, -orn, -irl, -urn. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: park, shark, corn, twirl.
- ☐ 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: park, shark, corn, twirl. Echo read the model sentence: We can learn this word.
- ☐ 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 -ark, -orn, -irl, -urn 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) -ark, -orn, -irl, -urn. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: park, shark, corn, twirl.
- ☐ 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 -ark, -orn, -irl, -urn 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) -ark, -orn, -irl, -urn. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: park, shark, corn, twirl.
- ☐ 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) -ark, -orn, -irl, -urn. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: park, shark, corn, twirl.
- ☐ 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 around, because, learn, word.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: We can learn this word.
- ☐ 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) -ark, -orn, -irl, -urn. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: park, shark, corn, twirl.
- ☐ 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 R-Controlled Stories

Focus Pattern(s)	Word List	Sight Words
ar, or, er, ir, ur	car, fork, bird, girl, turn, star	before, every, once, walk, talk

### Day 1: Introduce Mixed R-Controlled Stories

Objective: Students notice and say the target pattern(s) ar or er ir ur 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) ar or er ir ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: car, fork, bird, girl.
- ☐ 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: car, fork, bird, girl. Echo read the model sentence: The bird sat on the car.
- ☐ 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 ar or er ir ur 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) ar or er ir ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: car, fork, bird, girl.
- ☐ 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 ar or er ir ur 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) ar or er ir ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: car, fork, bird, girl.
- ☐ 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) ar or er ir ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: car, fork, bird, girl.
- ☐ 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 before, every, once, walk.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The bird sat on the car.
- ☐ 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) ar or er ir ur. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: car, fork, bird, girl.
- ☐ 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	ar and or				
2	er ir ur				
3	R-Controlled Word Families				
4	Mixed R-Controlled Stories				