



Cozy Nest

ACADEMY

Unit 8: Advanced Patterns and Multisyllabic Words

Weeks 29-32 | 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: c, g 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: again, almost, always, another, before, carry, center, different, every, gentle- 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: Soft c and soft g

| Focus Pattern(s) | Word List | Sight Words |
|------------------|------------------------------------|--------------------------------------|
| c, g | city, cent, gem, giant, page, face | every, pretty, giant, gentle, center |

Day 1: Introduce Soft c and soft g

Objective: Students notice and say the target pattern(s) c, 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) c, g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: city, cent, gem, giant.
- ☐ 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: city, cent, gem, giant. Echo read the model sentence: The giant can smile.
- ☐ 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 c, 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) c, g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: city, cent, gem, giant.
- ☐ 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 c, 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) c, g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: city, cent, gem, giant.
- ☐ 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) c, g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: city, cent, gem, giant.
- ☐ 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 every, pretty, giant, gentle.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The giant can smile.
- ☐ 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) c, g. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: city, cent, gem, giant.
- ☐ 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: y as a vowel and common endings

| Focus Pattern(s) | Word List | Sight Words |
|------------------|---|------------------------------------|
| y, -ing, -ed, -s | happy, baby, going, jumped, runs, sunny | happy, carry, again, going, always |

Day 1: Introduce y as a vowel and common endings

Objective: Students notice and say the target pattern(s) y, -ing, -ed, -s 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) y, -ing, -ed, -s. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: happy, baby, going, jumped.
- ☐ 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: happy, baby, going, jumped. Echo read the model sentence: The baby is happy.
- ☐ 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 y, -ing, -ed, -s 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) y, -ing, -ed, -s. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: happy, baby, going, jumped.
- ☐ 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 y, -ing, -ed, -s 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) y, -ing, -ed, -s. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: happy, baby, going, jumped.
- ☐ 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) y, -ing, -ed, -s. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: happy, baby, going, jumped.
- ☐ 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 happy, carry, again, going.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The baby is happy.

- ☐ 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) y, -ing, -ed, -s. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: happy, baby, going, jumped.
- ☐ 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: Compound words and open or closed syllables

| Focus Pattern(s) | Word List | Sight Words |
|--------------------------------------|--|---|
| sunset, basket, robot, music, picnic | sunset, notebook, robot, music, picnic, open | inside, outside, something, another, together |

Day 1: Introduce Compound words and open or closed syllables

Objective: Students notice and say the target pattern(s) sunset, basket, robot, music 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) sunset, basket, robot, music. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sunset, notebook, robot, music.
- ☐ 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: sunset, notebook, robot, music. Echo read the model sentence: We had a picnic at sunset.
- ☐ 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 sunset, basket, robot, music 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) sunset, basket, robot, music. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sunset, notebook, robot, music.
- ☐ 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 sunset, basket, robot, music 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) sunset, basket, robot, music. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sunset, notebook, robot, music.
- ☐ 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) sunset, basket, robot, music. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sunset, notebook, robot, music.
- ☐ 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 inside, outside, something, another.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: We had a picnic at sunset.
- ☐ 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) sunset, basket, robot, music. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: sunset, notebook, robot, music.
- ☐ 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: Syllable division and review

| Focus Pattern(s) | Word List | Sight Words |
|--------------------------------------|---|--|
| rabbit, napkin, tulip, sunset, music | rabbit, napkin, tulip, sunset, music, robin | different, another, remember, almost, before |

Day 1: Introduce Syllable division and review

Objective: Students notice and say the target pattern(s) rabbit, napkin, tulip, sunset 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) rabbit, napkin, tulip, sunset. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: rabbit, napkin, tulip, sunset.
- ☐ 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: rabbit, napkin, tulip, sunset. Echo read the model sentence: The rabbit hid by the tulip.
- ☐ 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 rabbit, napkin, tulip, sunset 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) rabbit, napkin, tulip, sunset. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: rabbit, napkin, tulip, sunset.
- ☐ 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 rabbit, napkin, tulip, sunset 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) rabbit, napkin, tulip, sunset. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: rabbit, napkin, tulip, sunset.
- ☐ 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) rabbit, napkin, tulip, sunset. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: rabbit, napkin, tulip, sunset.
- ☐ 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 different, another, remember, almost.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The rabbit hid by the tulip.
- ☐ 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) rabbit, napkin, tulip, sunset. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: rabbit, napkin, tulip, sunset.
- ☐ 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 | Soft c and soft g | | | | |
| 2 | y as a vowel and common endings | | | | |
| 3 | Compound words and open or closed syllables | | | | |
| 4 | Syllable division and review | | | | |