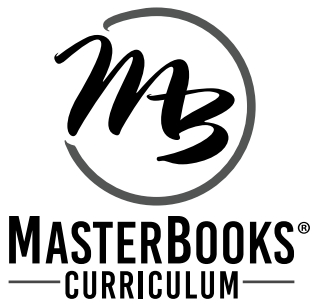


# Practice Makes Polished



MASTERBOOKS<sup>®</sup>  
— CURRICULUM —

FUN  
Focused Lessons in Spelling, Grammar, Reading, & Writing



**Curriculum**

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## About the Author

Kristen Pratt served as the Master Books Brand & Curriculum Development Manager, where she developed the Master Books Method. She is a Kingdom-minded entrepreneur and author of the award-winning *Language Lessons for a Living Education* series. She homeschools and runs her business in the beautiful Ozarks.

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# Welcome to *Practice Makes Polished* Level 3

*Practice Makes Polished* Level 3 is a fun way to integrate spelling, grammar, reading, and writing practice into your Language Arts program! Whether your student needs some extra practice or can't get enough of the fun activities, this is a perfect Language Arts practice book for students ages 7–10.

Each of the key concept sections in this book corresponds with the lessons in *Language Lessons for a Living Education* Level 3 and is an ideal way to offer extension activities for this award-winning curriculum.

*Practice Makes Polished* Level 3 can be used with any Language Arts, Reading, Spelling, or Writing curriculum.

## Do I need *Practice Makes Polished* for Language Arts?

▶ *Practice Makes Polished* Level 3 is not required for *Language Lessons for a Living Education* Level 3, but it is highly recommended for students who need extra practice in key areas, or simply for fun. Some students may benefit from additional practice in the key areas of spelling, grammar, reading comprehension, and/or writing. This practice book is also ideal for students who love Language Arts and want additional activities.

## What topics does this book cover?

▶ *Practice Makes Polished* Level 3 is a flexible practice book to solidify skills in spelling, grammar, reading, and writing.

## How is *Practice Makes Polished* Level 3 divided up?

▶ If you are accustomed to using Master Books curriculum, note that the layout of this practice book differs slightly, as it is designed for extra practice. It is divided into three key concept sections, each covering Lessons 1–36, and can be used in conjunction with *Language Lessons for a Living Education* Level 3 or as a general skills practice workbook.

Key Concept Sections:

- Spelling
- Grammar & Reading
- Writing

## Can I use *Practice Makes Polished* Level 3 as a stand-alone curriculum?

▶ No, this book is a practice book to sharpen skills in the areas of spelling, grammar, reading, and writing. It should be used in addition to a Language Arts, Reading, Spelling, or Writing curriculum, such as *Language Lessons for a Living Education* Level 3.

## What curriculum can I use with *Practice Makes Polished* Level 3?

▶ This book practices concepts taught in *Language Lessons for a Living Education* Level 3 but can be used with any Language Arts, Spelling, Reading, or Writing curriculum.

## How do I use *Practice Makes Polished* Level 3?

▶ *Practice Makes Polished* Level 3 is flexible. You may assign all the activities or only those that focus on the key concepts the student needs to practice or would like to do for fun. The key concept sections are Spelling, Grammar & Reading, and Writing.

- If you are using *Language Lessons for a Living Education* Level 3, as you work through the course you may choose the extra practice pages from the corresponding lesson in one or more of the key concept sections.
- If you are using another curriculum, you may pick and choose the topics that your student needs to practice or would simply enjoy from the three key concept sections.

## Do I have to use every page of the book with my student?

▶ No. You may choose to assign them all or simply select activity pages tailored to your student's individual needs. If the student needs more practice or would like to complete additional activity sheets, simply provide the page that meets the student's needs.

## Can *Practice Makes Polished Level 3* be used for summer practice?

▶ Absolutely! *Practice Makes Polished Level 3* is a great practice book to keep skills sharp during the summer months. Not only will

students retain what they have learned, but they will also have fun completing the activities.

If you are using *Language Lessons for a Living Education Level 3*, use *Practice Makes Polished Level 3* during the summer break after you complete *Language Lessons for a Living Education Level 3*.

If the student completes both activities from 3 lessons a week in each of the three key concept sections, they will complete the book in 12 weeks.

If the student completes both activities from 4–5 lessons a week in each of the three key concept sections, they will complete the book within 8 weeks. (Complete 4 lessons for four weeks and 5 lessons for four weeks.)

# Tips for Using the Key Concept Sections

## Spelling

Spelling is the primary focus of the Spelling section and is also practiced in the Writing section. The word lists correspond with *Language Lessons for a Living Education Level 3* but can be used with any student needing extra spelling practice.

For those using *Practice Makes Polished Level 3* alongside *Language Lessons for a Living Education Level 3*, the following optional schedule can be used each week:

**Day 1** — Introduce the spelling words with the first Spelling Practice page from *Practice Makes Polished Level 3* (Spell with Color or Stack It Up Spelling).

**Day 3** — Practice the spelling words with the second Spelling Practice page from *Practice Makes Polished Level 3* (Word Shape Spelling, etc.).

Alternatively, the spelling words may be introduced on Day 5 of *Language Lessons for a Living Education Level 3*, and the *Practice Makes Polished Level 3* lessons assigned the following week, with a test administered on Day 4.

## Grammar & Reading

For those using *Practice Makes Polished Level 3* alongside *Language Lessons for a Living Education Level 3*, each Grammar & Reading lesson may be used on or after Day 2.

There are a variety of fun activities to sharpen grammar skills in *Practice Makes Polished Level 3*. **Please note** that students will need a partner for the **Word Play** activities. The partner will read the type of word needed for each blank in the story to the student, write the student's words on the lines, and then read the story to the student. For extra reading practice, the student may read the story aloud. Have fun laughing at the silly story created using the words provided by the student!

**TIP:** Reference sheets are located at the back of the book, covering grammar and writing concepts. They include examples, which can be helpful for quick review or to offer students ideas when completing grammar activities, such as **Word Play**.

**Let's Read** uses two types of activities to encourage reading comprehension. Students will read fictional stories and either check the correct boxes or write their answers. They will also read non-fiction passages about penguins and answer questions. For both types of activities, they will draw fun little pictures based on the passage they read.

**TIP:** If extra handwriting practice is needed, students may copy each reading passage on three-lined paper for lower elementary students. A primary-level notepad may be purchased for this purpose. Some writing tablets provide a space for drawing. Students may want to draw their assigned pictures in the tablet.

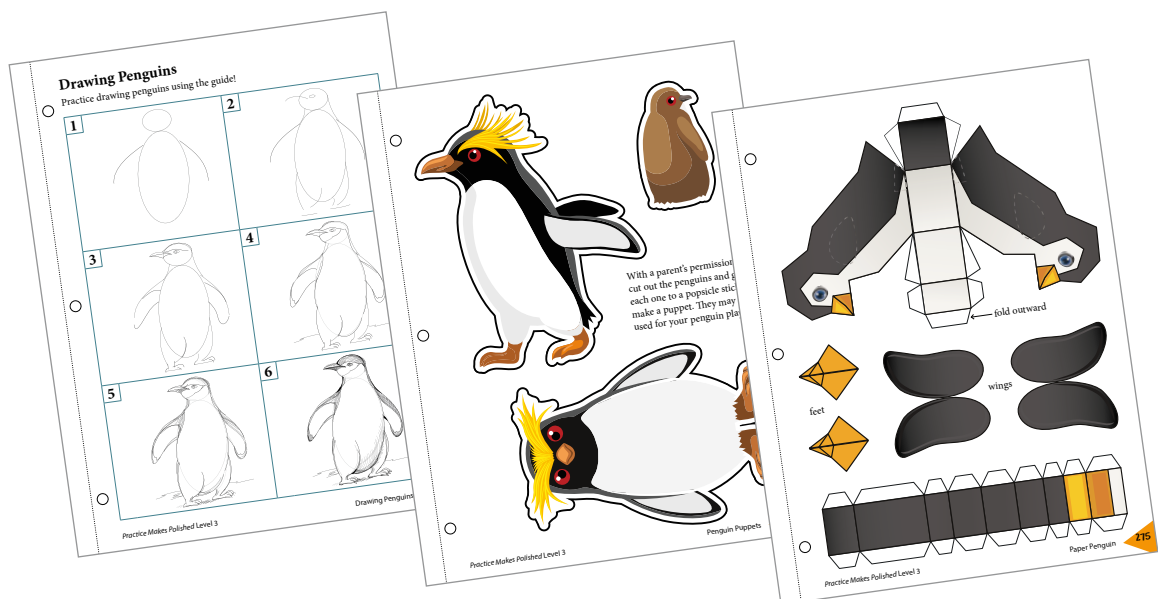
**TIP:** Be sure to complete the penguin extension activities in the back of the book! Students have the opportunity to create penguin puppets, a paper penguin, and practice drawing them using a step-by-step guide. You may want to research penguins with your student while you are at it. There are many types of penguins that students may find fascinating.

## Writing

For those using *Practice Makes Polished* Level 3 alongside *Language Lessons for a Living Education* Level 3, each Writing lesson may be used on or after Day 3.

The **Write It Well** section encourages students to use their best handwriting as they write imperative, declarative, exclamatory, and interrogative sentences. Students will include spelling words from the Spelling Practice section in their sentences. They will also be asked to use key grammar and punctuation that tie in with concepts taught in *Language Lessons for a Living Education* Level 3, which are important for all students at this level to practice.

**Journal It!** combines practice with personal application. Students will record the date, share the weather, and provide a short response. Creativity is encouraged through a personal expression of life and faith.



# Optional Schedules

## Supplement to Language Lessons

For those using *Practice Makes Polished* Level 3 alongside *Language Lessons for a Living Education* Level 3, the following optional schedule can be used each week:

Day 1	Spell with Color/Stack It Up Spelling
Day 2	Grammar Activity, Let's Read*
Day 3	Word Shape Spelling/Word Search/Silly Sentences**
Day 4	Write It Well
Day 5	Journal It!

\*For extra handwriting, students may copy each passage on three-lined paper for lower elementary students. Some primary writing tablets provide a space for drawing the assigned pictures that go with the story.

\*\*Stack It Up Spelling and Spell with Color carry over on this page in some lessons.

## Summer Schedule

12-Week Schedule: Each week, complete three lessons in each of the three key concept sections.

8-Week Schedule: Weeks 1–4, complete four lessons in each of the three key concept sections.  
Weeks 5–8, complete five lessons in each of the three key concept sections.

## Alternative Schedule for Spelling

For those introducing the spelling words on Day 5 of each week, the following schedule may be used:

### Week 1

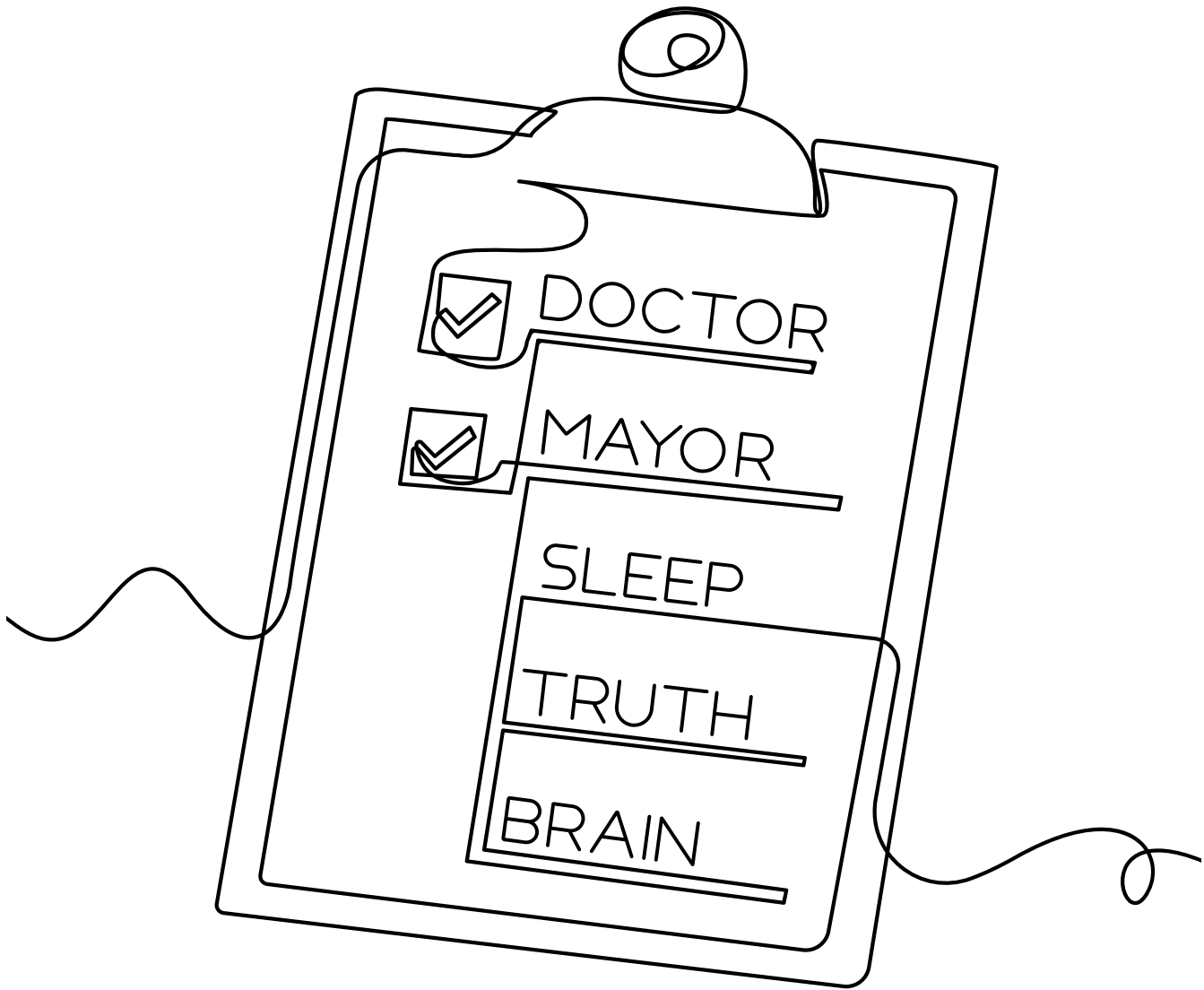
Day 5	Introduce Spelling Words ( <i>Language Lessons for a Living Education</i> Level 3, Lesson 1, Day 5)
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### Week 2

Day 1	Spelling Practice (Lesson 1)
Day 2	Grammar & Reading Practice (Lesson 1)
Day 3	Write It Well (Lesson 1)
Day 4	Journal It!* (Lesson 1), Spelling Test
Day 5	Introduce Spelling Words ( <i>Language Lessons for a Living Education</i> Lesson 3, Day 5)

\*Journal It! may be done on Day 5.





Please go over these instructions with the student for the Create Your Own Word Search activity.

Put spelling words in puzzle

D	O	G				
					F	
H	O	T			O	
					X	
S		M	O	M		M
O						O
B		P	O	T		P

Fill in rest of the boxes with letters

D	O	G	W	K	V	A
C	Z	L	I	U	F	C
H	O	T	B	S	O	R
B	Z	E	Y	P	X	Y
U	R	V	Z	H	H	F
S	W	M	O	M	U	M
O	O	B	O	O	T	O
B	W	P	O	T	O	P

Name \_\_\_\_\_

## Spell with Color

Write each spelling word using colored pencils. As you write each word, use your favorite color to write the consonants. Use your second favorite color to write the vowels.

a s k

\_\_\_\_\_

b a s k e t

\_\_\_\_\_

c a n d y

\_\_\_\_\_

c h e c k

\_\_\_\_\_

d a m p

\_\_\_\_\_

e v e r y

\_\_\_\_\_

h e l p

\_\_\_\_\_

l e f t

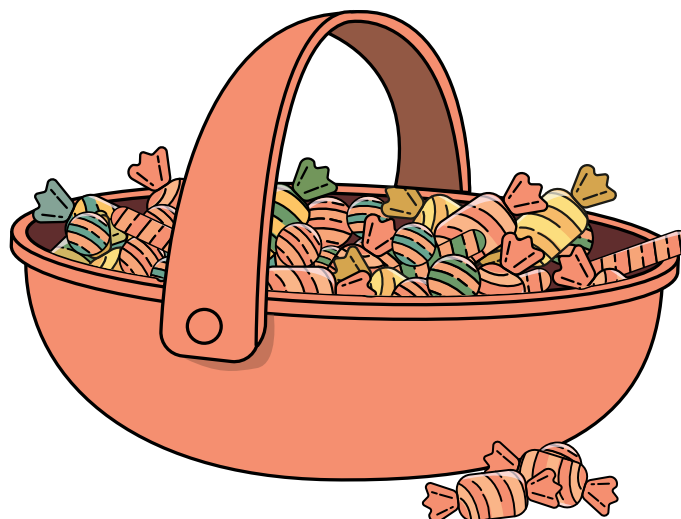
\_\_\_\_\_

n e x t

\_\_\_\_\_

s t a n d

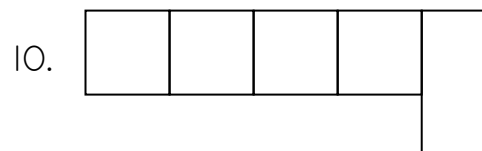
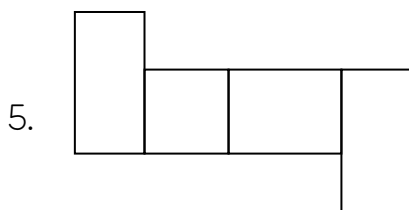
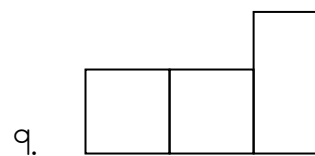
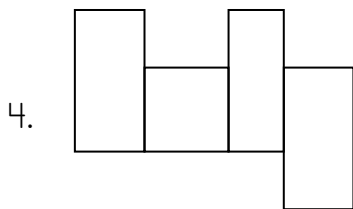
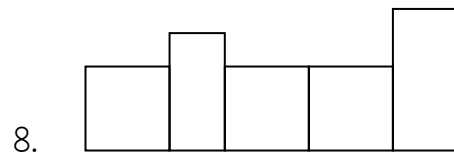
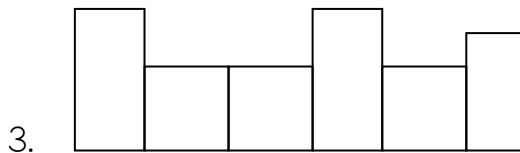
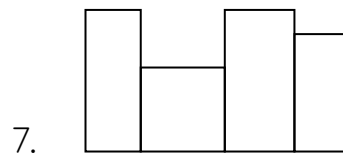
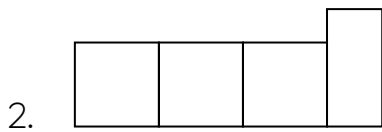
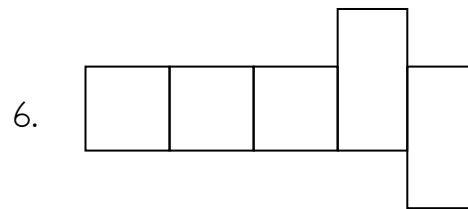
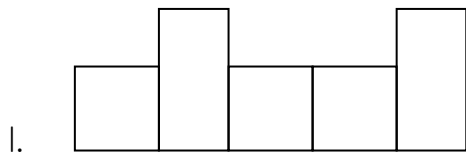
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# Word Shape Spelling

Use the following word bank to write each word in the correct word shape boxes.

○ ask    ○ basket    ○ candy    ○ check    ○ damp  
○ every    ○ help    ○ left    ○ next    ○ stand

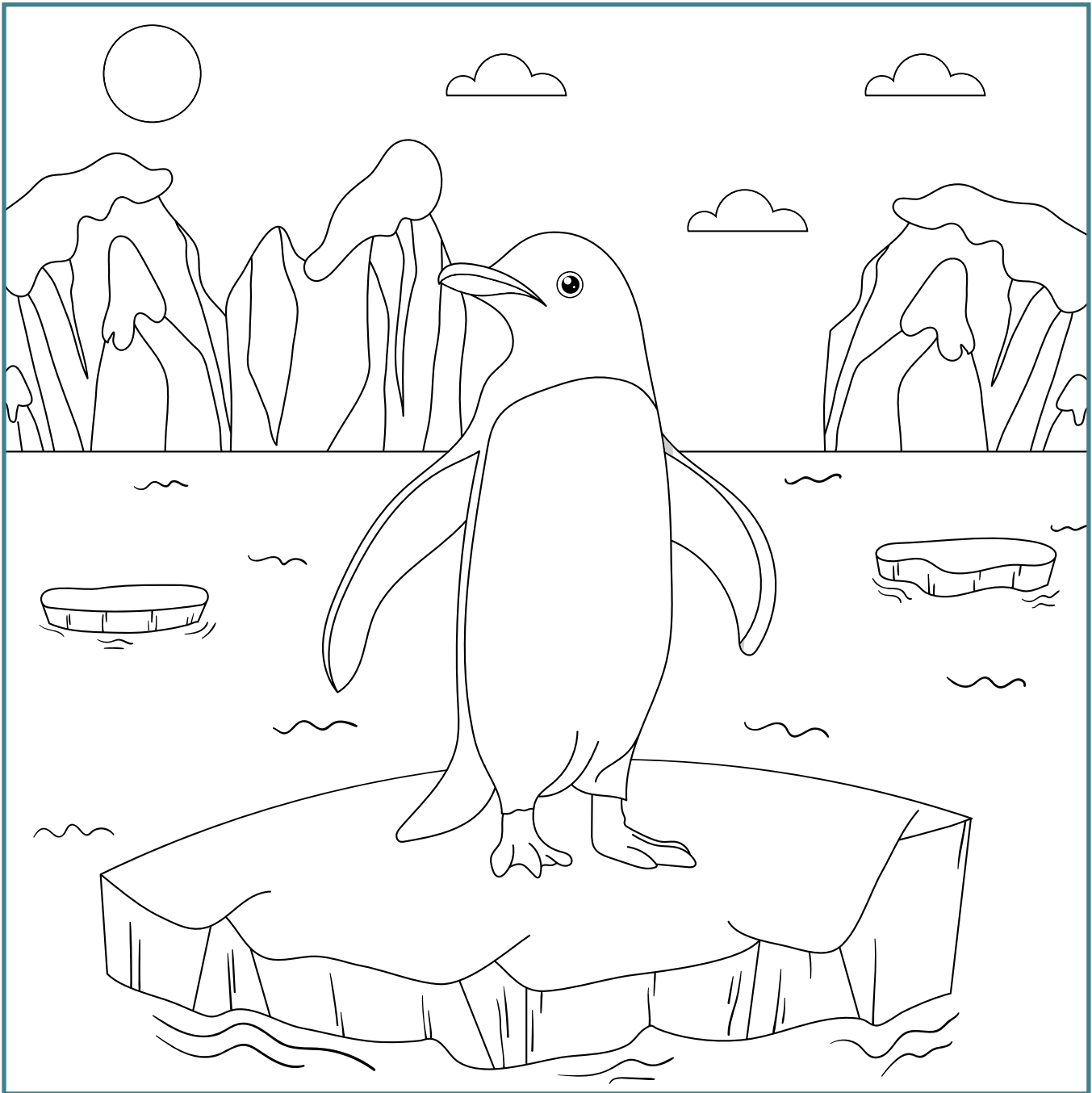




G  
R  
A N D R  
M E  
M A  
A D  
P R A C T I C E  
N  
G

Exercises ..... Page 89

Grammar and Reading Practice Answer Key ..... Page 289



**Word Play instructions:** Before the whole story is read together, read the blue text under each line to the student. Write the word the student chooses on each line. The words the student picks will create a fun, silly story. Read the story aloud together.

Students will learn about penguins as they practice reading skills. Fun penguin activities can be found in the back of the book! Students may practice drawing penguins using the practice sheets on pages 263–266.

Name \_\_\_\_\_

Lesson

1

## Maze: Alphabet

Use a highlighter to follow the alphabet path. Start on the uppercase (capital) letter A, then slide your highlighter to the lowercase (small) letter a. Continue through the alphabet until you reach the end.

	A	a	S	s	T
G	f	B	r	R	t
g	F	b	Q	q	U
H	e	C	p	V	u
h	E	c	P	v	W
I	d	D	o	X	w
i	J	j	O	x	Y
L	k	K	n	Z	y
l	M	m	N	z	END

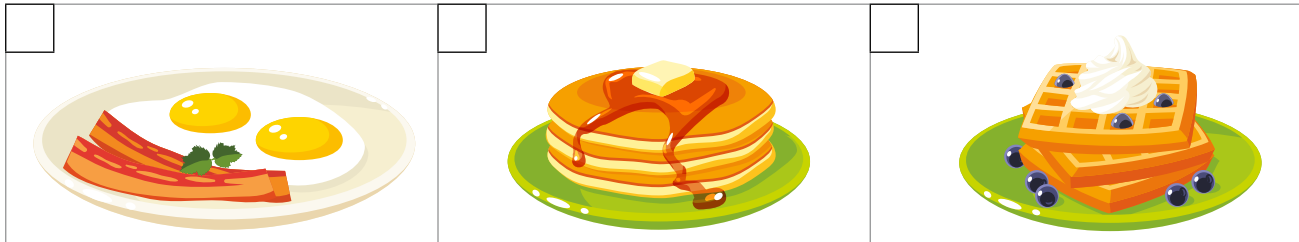
## Let's Read a Story

Read the story then check the correct box.

### The Start of a Good Day!

As Ella came down the stairs, she saw her dad making her favorite breakfast: pancakes. Her family prayed and thanked God for such good food. Ella enjoyed every bite of her fluffy pancakes before it was time to leave for church. Ella knew it would be a good day!

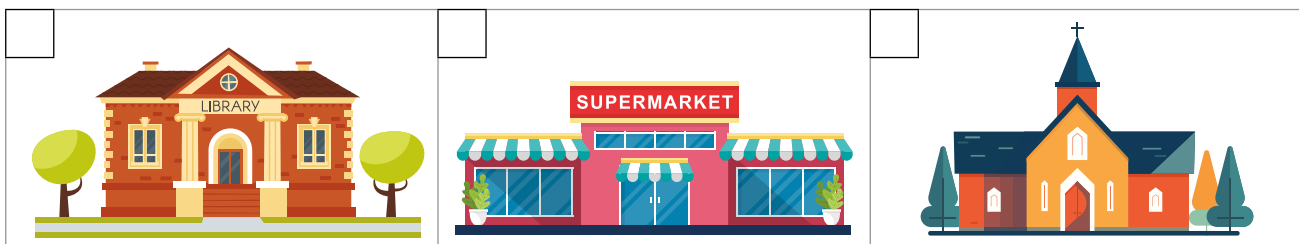
1. What food was Ella's dad making for breakfast?



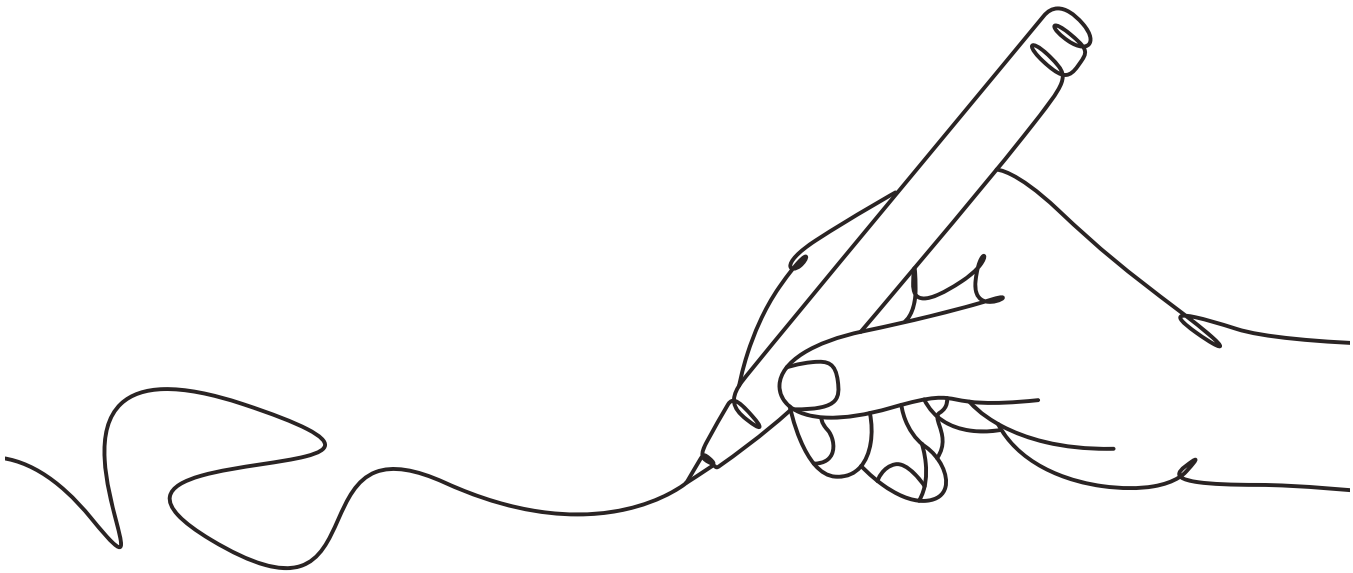
2. What did Ella's family do before they ate breakfast?



3. Where did Ella's family go after they ate breakfast?







Name \_\_\_\_\_

## Write It Well

Use as many of the spelling words as you can to write the following sentences. Mark the box next to each word you use. Can you use them all?

- |                                |                                 |                                |                                |                                |
|--------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> ask   | <input type="checkbox"/> basket | <input type="checkbox"/> candy | <input type="checkbox"/> check | <input type="checkbox"/> damp  |
| <input type="checkbox"/> every | <input type="checkbox"/> help   | <input type="checkbox"/> left  | <input type="checkbox"/> next  | <input type="checkbox"/> stand |

Write a sentence using one or more of your spelling words. Start with a capital letter and end your sentence with a **period**.

---



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Write a sentence using one or more of your spelling words that you haven't used already. Start with a capital letter and end your sentence with an **exclamation point**.

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Write a sentence using one or more of your spelling words that you haven't used already. Start with a capital letter and end your sentence with a **question mark**.

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# Journal It!

A journal is a place to write about your ideas and your life. If you need help spelling a word or writing the date, ask a parent or family member for help. Use your best handwriting. Have fun sharing your thoughts!

The date is written like this: May 15, 2037. Write today's date.

\_\_\_\_\_

-----

\_\_\_\_\_

Check the boxes that match your weather today.

## The Weather

- burning hot
- hot
- warm
- cool
- cold
- freezing cold

sun

clouds

rain

storm

snow

wind

some clouds

Tell what kind of weather you like best.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



A N S W E R  
K  
Y

Spelling Practice Answer Key ..... Page 283

Grammar & Reading Practice Answer Key ..... Page 289

# Spelling Practice Answer Key

## Word Shape Spelling, Lesson 1, Page 16

- |           |           |
|-----------|-----------|
| 1. check  | 6. candy  |
| 2. next   | 7. left   |
| 3. basket | 8. stand  |
| 4. help   | 9. ask    |
| 5. damp   | 10. every |

## Word Search, Lesson 2, Page 18

O M B U S O Z V U I  
H D R I N K F A N E  
U P C N S G U D D T  
N G D N L X L O E P  
T A D M I T S P R Y  
I W Y F P J L T W V  
L Q S Q A B U R B P  
L I U C R K N K D O  
D O C T O R C A X N  
J T H E A Z H M H D

## Word Shape Spelling, Lesson 3, Page 20

- |                 |                 |
|-----------------|-----------------|
| 1. raise        | 6. brain        |
| 2. pray         | 7. take         |
| 3. game         | 8. away         |
| 4. nail or sail | 9. sail or nail |
| 5. state        | 10. today       |

## Word Shape Spelling, Lesson 4, Page 22

- |          |           |
|----------|-----------|
| 1. seat  | 6. meal   |
| 2. easy  | 7. clean  |
| 3. keep  | 8. breeze |
| 4. theme | 9. need   |
| 5. baby  | 10. sleep |

## Word Shape Spelling, Lesson 5, Page 24

- |          |            |
|----------|------------|
| 1. sign  | 6. bike    |
| 2. sigh  | 7. hydrant |
| 3. July  | 8. child   |
| 4. quiet | 9. light   |
| 5. dime  | 10. pilot  |

## Word Search, Lesson 6, Page 26

M A E Y G R O W A  
A M D E A H N G C  
O O P L M O A N O  
P S O L O P S R L  
E T W O K E R O D  
N S A W R E T A O  
A L O N E E T D P

## Word Shape Spelling, Lesson 7, Page 28

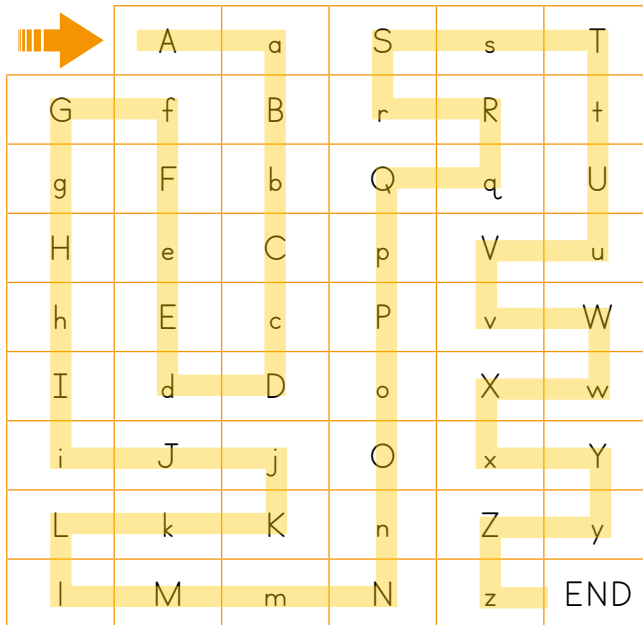
- |          |          |
|----------|----------|
| 1. newt  | 6. noon  |
| 2. music | 7. huge  |
| 3. juice | 8. truth |
| 4. took  | 9. tune  |
| 5. grew  | 10. root |

## Word Shape Spelling, Lesson 8, Page 30




- |           |           |
|-----------|-----------|
| 1. much   | 6. laugh  |
| 2. done   | 7. seven  |
| 3. start  | 8. about  |
| 4. myself | 9. eight  |
| 5. today  | 10. shall |

# Grammar & Reading Practice Answer Key

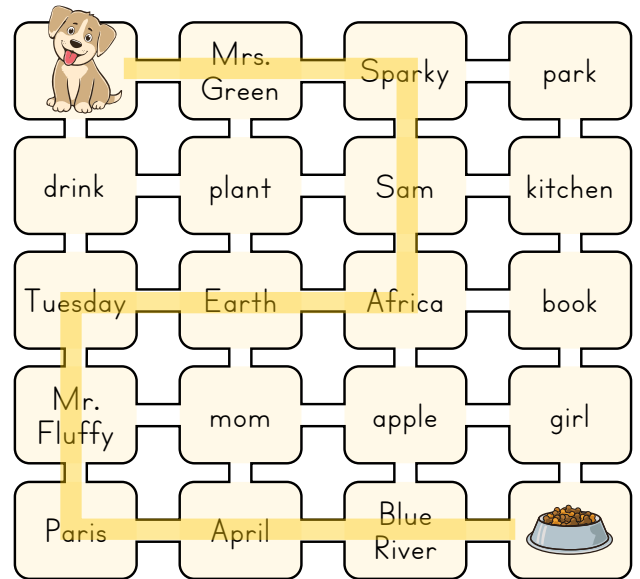
## Maze, Lesson 1, Page 89





## Let's Read, Lesson 1, Page 90

1.  
2.  
3.  

## Maze, Lesson 2, Page 91



## Let's Read, Lesson 2, Page 92

1.  
2.  

## Let's Read, Lesson 3, Page 94

1. Three cousins
2. At the top of the ramp